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ABSTRACT

The study prepares the ground for the introduction of a language learning system for adults. Part 1 presents a draft outline of such a system, in which the language material to be learned is organized into units and credits awarded on the completion of each unit. The content is defined with reference to the nature of the learners and their linguistic needs, and organized in a situational, rather than a conventional grammatical, syllabus, so that each learner will be free to follow units relevant to his purposes. Part 2 offers a model for the definition of the language needs of adults and an analytical classification of the categories of adults needing to learn foreign languages. Part 3 contains an analysis of the problems in defining operationally a basic competence level and a proposal for such a definition, presenting in detail behavioral specifications and content specifications. Part 4 exemplifies the situational and linguistic content of the common grammatical core identified by the authors. (AJ)

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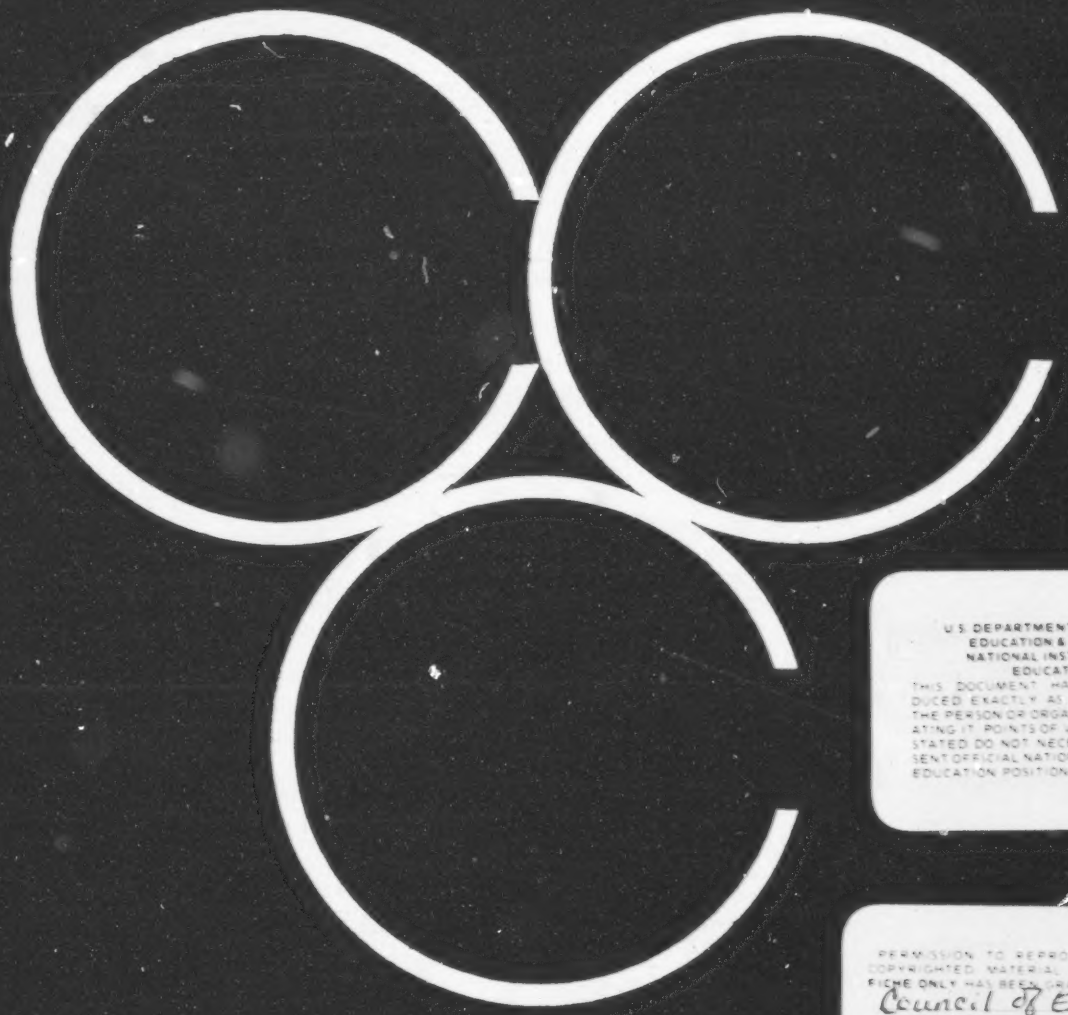

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SYSTEMS DEVELOPMENT IN ADULT LANGUAGE LEARNING

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These works are being supplemented by a series of "companion volumes" of a more specialised nature to which the present study belongs.

General Editor :

The Director of Education and of Cultural and Scientific Affairs, Council of Europe, Strasbourg (France).

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SYSTEMS DEVELOPMENT IN ADULT LANGUAGE LEARNING

A European unit/credit system for modern language learning by adults

Council for Cultural Co-operation
COUNCIL OF EUROPE
Strasbourg
1973

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PREFACE

Within the general philosophy of Permanent Education, the Committee for Out-of-School Education and Cultural Development of the Council for Cultural Co-operation (CCC) is concerned with the promotion of adult language learning through the development of learning programmes which are learner-centred and motivation based, which pursue operationally-defined objectives according to needs and applicability, and which use techniques of large-scale multi-media organisation to optimise the working together of media, teachers and self-instruction in an integrated system.

A group of experts was set up in 1971 to investigate the feasibility and plan the introduction of a unit/credit system for modern language learning by adults.

This publication intends to inform on the progress of work at this first stage of development as summarised in the general introduction.

It contains an outline of the idea and concept of the unit/credit system so far developed (Part one), taking into account the findings of the preliminary studies presented in the following parts (two to four).

Assumptions and proposals made in the individual contributions to this publication reflect the personal views of the authors. They are put forward as a basis for discussion and for the formulation of a European adult language learning policy. Most of them are, no doubt, far from definitive, though in order to sharpen and focus discussion, they have been given a rather definitive form.

The following members of the group of experts have contributed to this publication : Mr. J.L.M. Trim, Director of the Department of Linguistics, Faculty of Modern and Mediæval Languages of the University of Cambridge ; Mr. René Richterich, Educational Adviser of the Eurocentres, Neuchâtel ; Dr. J.A. van Ek, Director of the Institute for Applied Linguistics of the University of Utrecht, and Mr. D.A. Wilkins, Department of Linguistics, Faculty of Letters and Social Sciences of the University of Reading.

GENERAL INTRODUCTION

1.1.1. The Council of Europe set up in September 1971 a group of experts to consider what steps should be taken to follow up the recommendations of the Rüschlikon Symposium (3-7 May 1971) on "Linguistic content, means of evaluation and their interaction in the teaching and learning of modern languages in adult education".

This group considered the Rüschlikon report (see Document CCC/EES (71) 135), and extracted the following set of questions as defining the main issues affecting the development of language learning systems for adults :

"(*a*) How to promote European integration and the mobility of populations through increased language learning ?

(*b*) How to increase motivations for language learning by adults and how to optimise provisions in language learning to meet the diversified (social and vocational) needs of adult learners ?

(*c*) How to break down the global concept of language into units and sub-units based on an analysis of particular groups of adult learners, in terms of the communication situations in which they are characteristically involved ?

(*d*) How to structure a European multi-media system for this purpose through the the application of educational technology ? (International co-ordination of production efforts is already recognised as a necessity, since large development and production costs have to be offset by comparable economies of scale.)

(*e*) How to use such a system for the orientation of potential software producers (European label) ?

(*f*) How to use such a system for the information of the learner on available material and facilities ?

(*g*) How to develop within such a system appropriate and inbuilt forms of evaluation enabling adult learners to build up a study profile appropriate to their individual needs ? (Such qualifications to gain acceptance on a European scale : e.g. by the award of a European language diploma.)"

1.1.2. The group agreed to concern itself with the following tasks :

"(*a*) to break down the global concept of language into units and sub-units based on an analysis of particular groups of adult learners, in terms of the communication situations in which they are characteristically involved. This analysis should lead to a precise articulation of the notion of 'common core' with specialist extensions at different proficiency levels ;

(*b*) to set up on the basis of this analysis an operational specification for learning objectives ;

(*c*) to formulate, in consultation with the Steering Group on Educational Technology of the Council of Europe, a meta-system defining the structure of a multi-media learning system to achieve these objectives in terms of the unit/credit concepts."

The results of these studies will then be made available, in published form, to producers of multi-media programmes and to educational authorities for guidance in the preparation of courses, the evaluation of student performance and the recognition of competent performance at different levels and in different areas of language use.

It was agreed that in view of the urgent need to provide guidance to producers and authorities, the above programme should be based on existing knowledge and short-term research.

On the group's recommendation, contracts were given to Mr. Richterich, Mr. Wilkins and Dr. van Ek, for preliminary papers on theoretical and methodological aspects of certain basic problems, i.e. (i) a model for the definition of adult language needs, (ii) the nature of a competence common to most if not all types of language learner, and (iii) the basic level of competence below which the grant of credits was impracticable. These studies would serve as the basis for the preparation of an operational specification of learning objectives, and an attempt to map out an integrated European unit/credit system.

2.1.1. The group attaches considerable importance to more detailed investigation of the nature of adult language needs in Europe. It makes little sense to subscribe to a "learner-centred,

motivation-based" approach (as we do in defining "main issues" (*b*), (*c*) and (*g*)) unless the needs of learners find direct expression in the context of courses and associated tests and examinations. In any case, any particular course or examination embodies some particular set of choices. Any text arises from some situation, real or imagined. If these are not to be arbitrarily chosen, but selected as appropriate to the candidate concerned, it is helpful, even essential, to base decisions on more than imaginative guesswork. In short, main issue (*c*) is the heart of the matter. The global concept of language is necessarily broken down into units and sub-units as soon as *any* course or examination is constructed in practice. The problem is not *whether* to do so, but only how *best* to do it. That is a question that can only be answered by a proper analysis of the nature and needs of learners.

2.1.2. Moreover, since conditions are not by any means yet suitable for a fully individual learning, course planning (especially where based on mass media, the cost-effectiveness of which is heavily dependent on large-scale operation) needs to be based on identification of substantial target audiences. How then can we establish (*a*) the actual present size of the population engaged in language learning ; (*b*) the approximate size of the constituency for language learning by future media-based mass courses given present conditions, or (*c*) additional incentives and facilities ; (*d*) the course content which represents the highest common factor of the general mass of language learners ; (*e*) the numbers throughout Europe meeting the various prior knowledge requirements for each language, i.e. the potential audience for courses at intermediate and advanced levels ; (*f*) the number in each country, for each language and each level with defined special interests, to form viable clusters for specialised courses ?

2.1.3. It is clear then, that as a basis for the effective planning of a unit/credit system, information should be collected (and kept updated) on the statistics of adult language learning and use in Europe. The statistics concern (*a*) the general demography of the adult population in terms of age, sex, education, social class etc. ; (*b*) the existing knowledge of languages distributed over these demographic categories ; (*c*) projections as to what the schools are and will be producing in the way of language competence in young adults ; (*d*) the subjectively felt language needs of adults in different categories ; (*e*) the expressed needs of society for different kinds of language ability ; (*f*) the objective patterns of existing foreign language use among adults in different demographic categories ; (*g*) the short and long-term projections of language use, and thus of needs.

2.1.4. These figures must of course be further broken down according to particular languages.

2.2.1. The group has given careful consideration to the ways in which this information ought to be collected. Mr. R. Richterich has concerned himself particularly with this problem, producing first an analytic classification of adult language learners, then a model for the analysis of adult language needs (see Part two).

2.2.2. Mr. Richterich sees his model not only as providing a tool for the collection of statistical information, but sees in it a more direct pedagogical value within a unit/credit system. "Needs and motivations should not be confused. The former are, so to speak, imposed by the reality of the language situation, and knowing a language means precisely being able to respond appropriately to the numerous requirements of that reality... The analysis of needs will lead to a definition of aims which, operationally speaking, must be translated into language acts and learning acts. ... (the paper) proposes a method which should, on the basis of a knowledge of language needs, make it possible to move on to language acts and learning acts, in other words a method for defining the content of the learning units and their pedagogic strategies."

2.2.3. Richterich's approach to the definition of learning needs is based on an analysis of acts of communication in terms of language *situations* (defined by *agents*, the persons involved, and categories of *time* and *place*) and *operations* (comprising the *functions* which the act of communication has to fulfil, the *objects* to which it relates and the *means* used to produce it). The categories developed can then be closely matched to a parallel analysis of learning needs.

2.2.4. The system of categories in the model, while no claim is made for it to be exhaustive, is very rich. In the situational analysis, for instance, in addition to basic demographic features, agents are characterised according to the number involved, their social, psychological and locutionary roles. Time is analysed according to time of day, duration, frequency and temporal sequence. Place is viewed on a larger geographical scale, but also according to a linguistic topography which distinguishes open and enclosed spaces, public, private and professional environments. The total number of possible intersections of categories within these variables approaches 2×10^{10}. In addition, some 1 000 language operations are characterised ; according

to functions, or purposes of communication (such as conveying information, persuading people, evoking past experiences etc.), objects (e.g. reference to affective status, attitudes, beliefs, social ties, events, things and people) and means (e.g. face-to-face interaction, lectures, television, books etc.).

2.2.5. In all, the total inventory of situations and operations generated by the model is of the same order of magnitude as the total number of linguistic exchanges (of say 10 seconds duration) that occur in Europe in a month. The scheme of possible learning situations and operations is equally rich. The model thus goes a long way towards providing a full classificatory framework which will enable the operational and situational range of any language course or examination to be evaluated not simply in gross terms, but through its microstructure. Whether this notion can be given mathematical precision through, perhaps, some kind of vector analysis is not clear. No such claim is at present made.

2.3.1. In application, the model in any case provides a valuable check list for course designers and examiners, who can gauge the situational and operational coverage of their productions, and the degree of matching, in these terms, of courses with associated examinations.

2.4. It appears both desirable and feasible for surveys of adult language use, motivations and needs, to be extended across member countries, within some framework which will allow successive investigators to benefit from the previous experience of others, and to feed back their own experiences. In addition to developing questionnaires for use in national censuses and for administration to teachers and students in various kinds of adult education, the group has elicited through the questionnaire to national rapporteurs to the St. Wolfgang Symposium lists of bodies representative of teaching institutions of diverse kinds whose co-operation might be sought in a major fact-finding exercise, should these be undertaken on either a national or a supra-national level.

3.1.1. The other prime aspect of the group's work in preparation for the unit/credit system has been devoted to content analysis in relation to learning objectives. The various papers produced by the group have necessarily ranged across the parameters in terms of which objectives are to be specified.

3.1.2. Van Ek (see Part three, section I) points out that in order to be sufficiently specific, the definition of a learning objective should specify :

— the *content* of that which is to be learned ;
— the *behaviour* which the successful learner will be expected to be able to exhibit ;
— the *circumstances* in which the behaviour will have to be exhibited ;
— the *criteria* of acceptable performance.

Since the aim of language learning is first and foremost the ability to communicate verbally, an explicit definition of its objectives has to specify :

(*a*) the nature of the language communication situations in which verbal behaviour will have to be exhibited ;

(*b*) what behaviour is to be considered adequate in each situation.

3.1.3. As we have seen in the discussion of Richterich's paper, the range of actual concrete situations generated by an adequate model is so large that there can be no question of rehearsing them in the learning process. As Richterich points out, a theory of the ephemeral and the unforeseen (thus essentially a generative model) is needed. The "situational" component of a speaker's communicative competence cannot consist of an inventory of situations he has met, but rather a strategy for steering a path through only partially controllable encounters by a series of linguistic "moves" (utterances), each move taking place in a situation determined by previous moves in a given environment (defined by the parameters of protagonists, actions, means, place, time and events) and modifying that situation in a particular direction.

3.1.4. The limitations of the establishment of categorised inventories in developing such strategies are well known, especially when the possible moves are infinite in number. The work of the group in setting up inventories and categories must therefore be judged by its utility in providing a descriptive framework within which some characteristics of courses and examinations may be stated, rather than an attempt to produce a theory of language learning and use.

3.1.5. We may agree that the "behaviour potential" developed in the language learner requires him to be able (*a*) to identify, understand and interpret the utterances of speakers of the

language (spoken and written) ; (*b*) to formulate and produce appropriate utterances so that they can in turn be identified, understood and interpreted by other speakers.

3.1.6. These abilities presuppose in the learner : (*a*) a knowledge of the linguistic system (i.e. of the formal and semantic properties of sentences) ; (*b*) mental skills (of an encoding and decoding character) in the formulation and perception of appropriate messages in real time ; (*c*) physical skills in the articulation and catenation of utterances ; (*d*) a knowledge of the conventions governing the appropriate use of language in situations ; (*e*) an ability to recognise and respond to changes in situation.

3.2.1. The aim of a language course is to build up such a potential, and that of an examination is to ascertain whether, and to what extent, it exists.

3.2.2. The fundamental problem of course design is that a fully-developed adult language presents either the appearance of an indefinite number of discreet language acts, or a highly integrated underlying system. Yet a learner cannot suddenly acquire a fully-developed linguistic competence. Very few will ever attain it, and cost-effectiveness considerations will necessarily oblige most learners to settle for far, far less. Language course design has to answer the question : how is a communicative competence best developed ? (*a*) In what order of acquisition ? (*b*) What relation of underlying knowledge to executive skills ? (*c*) What reduced goals less than a full competence may be recognised ?

3.2.3. Traditionally, the process has been regarded as continuous with a parallel advance in all aspects of learning. Different levels of attainment are recognised in examinations, but without formal restrictions on competence but instead an informal consensus of examiners on what constitutes "simple", "intermediate" and "advanced" use of language, and with (usually tacit) scales of skill in reading, listening, speaking and writing.

3.2.4. The unit/credit system has as one of its prerequisites the replacement of such informal and intuitive procedures by explicit targets. It then becomes necessary to consider whether a taxonomy of partial objectives is possible. According to what principles then may a progression be established in (*a*) the acquisition of the formal linguistic *system* ; (*b*) the linguistic *situations* which can be handled ; (*c*) the *meanings* which can be expressed ; (*d*) the linguistic *functions* which can be performed ; (*e*) the linguistic *operations* which can be carried out ; (*f*) the skill with which these operations can be carried out ?

3.2.5. In addition to a progression from an elementary to an advanced competence which is necessarily imposed to some extent upon all learners, choices are also possible between different directions of knowledge and skill according to the specific needs of the learner. Within the unit/credit system progression is to be dealt with by the establishment of certificates and diplomas at different levels (probably between four and seven in number) while different directions are dealt with by the permitted choices between unit/credit at the same level.

3.2.6. The group has given a good deal of consideration to the principles governing the establishment of levels, and the nature of units which would constitute the "common core" required of all candidates for a linguistic certificate or diploma at a given level and those options available as choices or endorsements (or as a language element in a non-linguistic diploma). It appears to articulate language along grammatical, notional, functional and operational lines.

3.2.7. A logico-grammatical progression underlies most courses. Simple propositions are almost always the basis (proper noun + intransitive verb, proper noun + copula + adjective), with a successive introduction of noun phrase elements (pronouns, article, adjective, adverb and adjective), categories (gender, number) and functions (direct and indirect object, "goal" of prepositional phrases) with the consequent cases and associated morphology. Syntactic extension covers the traditional government and concord, order of elements, derivation of questions and imperatives, and then the various forms of sentence embedding (dependent clauses, nominalisations). Breaks in this progression are largely fortuitous, determined by such external factors as the number of hours in a term, the convenient size of books etc. The straightforwardness of the progression is also disturbed by the strong pressure to disperse irregular morphology and anomalous syntactic features throughout a course, to reduce the load of rote learning. Other types of progression are subordinated to the structural. Situations are selected at random or because they are suitable carriers for a new point of grammar, notions and functions are ordered by the extent to which the grammatical point in focus lends itself to their expression, vocabulary is selected haphazardly or because of its morphology or syntax, operations are overloaded. At an elementary level, this progression is intelligible, and may seem almost to impose itself. Higher level courses are however left without any coherent ordering or structuring principle.

3.3.1. The group has concentrated its efforts on the examination of the other principles of content organisation which seem *prime facie* to be more closely connected with the principles of the unit/credit system, to enable them to be used either as an alternative basis for course and examination structure, or perhaps to enable these aspects of a course to be more adequately planned even though a traditional grammatical progression is retained, at any rate in the initial stages.

3.3.2. The alternative analyses have been applied to two problem areas which seemed to the group to be critical for the unit/credit concept.

3.3.3. The first is that of distinguishing between a "common core" necessary to all candidates for a general language certificate or diploma at a given level (with a "heavy" credit value) and specialised units (with "light" credits) which would be available as options or endorsements or represent the linguistic component of a non-linguistic diploma. Mr. Wilkins (see Part four) develops a system of notional categories "appropriate to the means of and need for communication in a European context", based on "what kinds of thing a speaker needs to say, what situational constraints will be operating and, from these, what linguistic forms are suitable for the encoding of his message". He distinguishes *semantico-grammatical categories* of time (point of time, duration, time relation, frequency and sequence) quantity, space, case and deixis from *categories of communicative function* (such as modality, moral discipline and evaluation, suasion, argument, rational enquiry and exposition, personal emotions, emotional relations and social interpersonal relations), which may be expressed by: (i) direct performative expressions; (ii) grammatical expressions—capable of generating many sentences/utterances having the same communicative function; (iii) idiomatic and new idiomatic expressions—susceptible of little or no further generalisation and (iv) implied functions—utterances which do not overtly *express* the given function, but (strongly) imply it.

3.3.4. It is recognised that conceptual and functional simplicity is bought at the expense of greater grammatical and lexical complexity. Synonymy relations will however permit most functions to be reconciled with simplicity of linguistic equipment at the first ("threshold") level. Higher levels of proficiency can then be treated as a recycling operation, in which the same gross functions are refined: "the situation is reintroduced with a wider range of language forms more closely reflecting the essential characteristics of the native speaker's language performance in this situation. The learner will have acquired greater confidence and wider variety in his means of expression."

3.3.5. Wilkins points out that even at an elementary level, "although the learner controls the language he *produces* outside the learning situation itself, he cannot control the language he *hears*. In this case provision may well have to be made for his early exposure to a much wider range of language than he will be required to produce." Clearly a coherent situational and functional policy should guide this wider exposure. It is of course recognised by Wilkins that the notional approach must be reconciled with the grammatical (e.g. in the case of obligatory but non-natural gender) and with the situational.

3.4.1. The other main concern of the group has been with the definition of a "threshold" level of competence. This level will be the lowest global learning objective in the framework of a unit/credit system, below which no further levels can usefully be distinguished. It may be seen as the lowest level of effective language use, thus defining a "threshold" at which language learning establishes general communicative ability *minimally* adequate to the general range of language-using situations in a speech community and which is thus an appropriate objective for initial language courses.

3.4.2. Dr. van Ek (see Part three, sections I and II) has investigated the possibility of defining such a level and made concrete proposals for its lexical and grammatical content as well as a behavioural specification and suggestions for implementation.

In a discussion of the notion of "adequacy" of linguistic behaviour, van Ek shows its variability with context. What are the language needs of a shopper in the supermarket era? He also points out the discrepancy between the demands made on a learner as speaker and listener and notes the different evaluation of errors when viewed from the communication and pedagogic viewpoints.

3.4.3. The conclusion he draws is that "there is no such thing as one particular minimum level, basic level or threshold level in foreign language competence... minimum language needs depend so much on the individual needs of various classes of learners and may vary so widely that decisions on the height of the threshold level will have to be based on other grounds than 'minimum language needs'."

3.4.4. These grounds are essentially that the vocabulary and grammatical specifications should be based on the following criteria :

(*a*) The lists should provide a vocabulary which ought to satisfy the most basic verbal communication needs of adult learners in those situations in which the majority are most likely to find themselves in contact with foreign language speakers ;

(*b*) They should be as short as possible, so as to encourage rather than deter would-be foreign language learners.

3.4.5. The method used is to abstract the vocabulary and grammatical content common to a corpus of existing courses for absolute beginners. It thus reflects the degree of overlap in situations chosen in course books, and the common features represented in those situations. Provided, of course, that the courses are not influenced by each other, the method acts as a filter on the fortuitous items which individual courses all contain. The number is held at about 1250 words, as a realistic objective for an absolute beginners' course.

3.4.6. A list arrived at in this way cannot eliminate all arbitrariness in the inclusion and particularly exclusion of items. It cannot be mandatory, but in accordance with the spirit of the scheme acts as a yardstick against which the adequacy of a proposed course can be roughly measured.

3.4.7. In addition to the lexical and grammatical specification, van Ek suggests specifications for the levels of skill demanded within the limits set by that specification :

(*a*) Receptive : "the ability to understand utterances spoken by one person at a time at normal or below normal speech-rate in a carefully articulated standard accent", presented in the clearest way possible, the memory load being kept down to a minimum ;

(*b*) Productive : if a candidate succeeds in "getting his memory across" verbally in such a way that a native speaker of the foreign language may be supposed to have no difficulty in understanding the message, his achievement is to be considered satisfactory. Formal correctness is secondary.

3.5.1. Although the method pursued by van Ek is very different from that of Wilkins and Richterich, the results are convergent. Any course must be planned to have a certain linguistic content, lexical and grammatical, must produce skilled linguistic performances calling on those resources, must cover a certain range of situations in which the participants engage in linguistic interactions and express a succession of meanings. A multi-faceted conceptual framework is necessary if the most cost-effective solution to the particular teaching problem is to be found.

4.1.1. To summarise the results of the group's work up to the end of 1972, we may say that the conceptual and methodological foundations have been laid for :

(*a*) the establishment of a proper data base in terms of adult language use, learning, motivations and needs for informed planning in these fields ;

(*b*) the elaboration of a system of units differentiated by

(i) linguistic content, lexically, gramatically and semantically defined ;

(ii) the linguistic operations performed and the situations in which they are set ;

according to levels and specialisations around a common core.

4.1.2. Research is now in progress into the fuller specification of operational objectives and the outline of a unit/credit system based on the principles developed above. Later stages of the scheme will involve the active co-operation of wider circles engaged in adult language teaching, presumably within a regular structure of committees, in order to apply the system to the actual language teaching situation, to develop new types of language course, including multi-media courses, courses with a substantial self-instructional and self-assessment component, and systems of examination and assessment leading to the award of credits accumulable for certificates and diplomas sponsored by the Council of Europe.

PART ONE

DRAFT OUTLINE OF A EUROPEAN UNIT/CREDIT SYSTEM FOR MODERN LANGUAGE LEARNING BY ADULTS

by

J.L.M. Trim

15/16

1.1.1. The divisive effect of language differences seems certain to prove to be one of the major obstacles to European integration over the next generation.

1.1.2. In recent times language-based nation States have provided a favourable environment for a steadily increasing scale of social organisation. The process has been greatly furthered by mass education and the spread of standard national languages, which make all citizens members of a freely interacting community and facilitate the further development of large-scale activities and institutions of all kinds.

1.2.1. Today, the internal consolidation of our countries is far advanced. However, the major developments of the last thirty years have progressively weakened the self-sufficiency of national cultures, even in day-to-day living. Mass travel for business and pleasure over continental motorway networks and air routes, electronic media, mass movements of immigrant labour and at managerial level in multinational corporations, supranational economic, cultural and political institutions, interdependence of imports/exports in an increasingly unified market, all conspire to render hard national frontiers within the Council for Cultural Co-operation area increasingly obsolete.

1.2.2. The discrete separation of national languages no longer provides a framework for increasing internal integration but rather hindrances to an increasingly real and urgent wider unity. For children born today, who will spend the greater part of their lives in the third millenium, monolingualism will become increasingly out of date in a world where an active knowledge of an international *lingua franca* and some receptive acquaintance with one or two others, will be required over an unpredictably wide range of social situations. The effective teaching of languages in schools is thus a matter of great urgency, which, as so often in transitional situations, is widely underestimated.

1.2.3. Young adults, however, and the early-middle-aged, have completed their full-time education, in most cases (especially that of working-class children in the large monolingual countries) without acquiring any effective knowledge of any language save the standard form of the mother tongue. It is to be expected that very substantial numbers of them will find themselves at a disadvantage at some point in their future lives by an inability to communicate with fellow Europeans of a different mother tongue.

1.2.4. The extent of the disadvantage may range from the relatively trivial (inability to greet a visitor, to understand an entertainment film, to ask the time of a passer-by) to the disastrous (inability to summon help in sudden emergency, to retrieve a key piece of information from a publication, to negotiate a serious conflict of interest, to take employment in another country).

1.3.1. This situation gives particularly clear support to the general argument for a "permanent education". Modern life develops faster than educational planning can predict, or, having predicted, make effective provision for. A substantial proportion of educational resources should therefore be reserved for enabling the disadvantaged adult to acquire the knowledge and skills he now requires but which did not form part of his full-time education.

1.3.2. The knowledge and skills needed, often at short notice, by the adult will not, in most cases, be the highly generalised ones appropriate to the full-time education of the child and adolescent before the "career watershed" is reached. Within a life and career the main lines of which are already laid down, the possibilities of action are limited. Adults rarely are able, or wish, to undertake the thorough study of an extensive new area of knowledge as a whole, in all its aspects. They rather require, on the basis of a sound grasp of necessary fundamental principles, to acquire quickly the factual knowledge and practical skills necessary for the immediate performance of urgent tasks with which they are faced in various aspects of their committed lives.

1.3.3. This is not to preach a narrow vocationalism. The recreational and liberating value of cultural studies is not to be underestimated. Even in these studies, however, the interests and motivations of the adult are generally more concentrated, related to a more defined pattern of past experience and future expectations.

1.3.4. Given such a concept of the nature and objectives of adult education, the transfer to this field of a pattern of generalised courses and global examinations developed for the schools is inappropriate. A better study framework can be provided if a given subject matter can be articulated into elements which can be grouped in different ways by different classes of learners in accordance with their needs and interests. Intelligent choice is then possible, and can perhaps be encouraged by recognising some coherent combinations of elements as constituting

units of study. Where the mastery of such a unit is relevant to the acquisition of some formal qualification, *credits* can be awarded, allowing the qualification to be gained in a variety of ways appropriate to varying, but congruent, patterns of study and needs.

1.3.5. A unit/credit system of this kind appears to offer a promising framework for guidance combined with freedom and flexibility in the at present badly understructured field of adult education.

2.1. The aim of the European unit/credit system for modern language learning by adults is therefore to establish a framework for adult language learning, based upon the language needs of the learner and the linguistic operations required of him in order to function effectively as a member of the language community for the purposes, and in the situations, revealed by those needs.

2.2. This aim is to be achieved by (*a*) an analysis of language use sufficiently rich for widely divergent learning objectives to be characterised and (*b*) a set of principles according to which language learning units may be constructed corresponding to the communicative needs of the learner. Suggestions may then be made whereby "credits" may be attached to such units, and given appropriate recognition on a European basis.

2.3. The classification of language learning objectives is based upon an analysis of the language-using operations required of a member of a speech community. Each operation can be described in terms of (*a*) the behavioural imput-output chain involved, (*b*) the communicative function performed, (*c*) the notional/semantic content expressed, (*d*) the formal linguistic resources employed, (*e*) the situation in which it occurs. These dimensions of classification may be detailed as follows.

2.4.1. *Behavioural.* This classification is exemplified by Trim (CCC/EES (71) 135, pp. 52-54) and developed in detail in the report of Dr. Bung. Any linguistic operation can be seen as an encoding, decoding or transformation. That is to say, a message is formulated in a language and then produced in a specific medium ; or a message in a specific medium is identified, understood and interpreted in a language, or a message in a specific medium and in a specific language, having been identified, understood and interpreted, is then reformulated in a systematically related way in the same or a different language, and then produced in the same or a different medium (this use of the term "transformation" is, of course, to be distinguished from that in transformational generative grammar).

2.4.2. In this way, any linguistic operation by a speaker/hearer can be represented by a vector, or string of ordered numbers, of which the first represents an input, the last an output, and the intervening ones posited intervening activities in the chain (or, with a systematic ambiguity, overt message, underlying linguistic construct, deeper semantic structure).

2.4.3. This classification is exhaustive, in the sense that there are no linguistic operations which cannot be accommodated. It is thus a useful basis for operational descriptions. It is, however, quite uninformative as to the functional, linguistic, semantic and situational characteristics of the message concerned, and must therefore be further specified in these respects.

2.5.1. Language *functions* have been discussed by Trim (CCC/EES (71) 135, pp. 55-56) and developed in detail by Wilkins (see Part four). The categories developed under this heading combine freely with those under behavioural operation. Thus "reading a typewritten letter and replying to it by telephone" may involve the understanding of straightforward requests for factual information, and supplying that information in a compact form. It may, on the other hand, mean understanding legal phraseology and looking for indications of whether the writer is outraged, vindictive, opportunistic etc., when threatening a lawsuit for damages, and replying in a firm but conciliatory way without admitting legal liability, in order to achieve a compromise settlement. A highly complex example like the second one will break down into a succession of "moves" of a simpler character. The sentences of the letter will include some that assert a version of the event in factual terms, with others that make demands, express disapproval and anger, threaten etc. Individual sentences may combine components, thus performing several of these functions at once. In the telephone conversation, surprise, disappointment, sympathy, concession, deprecation, scepticism, warning, persuasion, conciliation, agreement are deployed and combined in a communicative strategy.

2.5.2. These categories of communicative function do not claim to be exhaustive, rather exemplary and suggestive. Further research and experience will fill out and refine the present categories.

2.6. *Conceptual* categories are also developed by Wilkins (see Part four). Thus the legal dispute in the example as so far given is neutral as between, say, a physical assault, a newspaper attack, a traffic accident, supply of faulty goods etc. The member of a language community, in order to perform the communicative functions required of him, must be able to refer to events, things, places, ideas and the relations between them. Within a European context, cultural integration has progressed so far that the cultural content to which any language user has to refer varies within very narrow limits. The concepts necessary to communication may therefore be ordered and classified to some extent independently of the formal linguistic means by which they are expressed in particular languages.

2.7.1. However, while behavioural, functional and conceptual factors constrain the use to which the speaker/listener puts his linguistic resources, it is the system of the language itself, its lexicon, syntax, morphology, phonology, which defines the form of sentences and their interrelations in sound and meaning, and necessarily the central object of language learning. It is also especially problematic.

2.7.2. Until some fifteen years ago, grammatical theory was concerned to establish a definitive classification of sentences and their constituent parts. In his early works, Chomsky showed convincingly that any attempt to enumerate sentences and to account for their properties by segmentation and classification alone must fail. While any *given* sentence can be parsed and analysed in terms of sub-parts and their arrangement, the *set* of sentences, being infinite and having moreover an infinity of structures, cannot be specified in this way. Members of a language community are constantly being called upon to produce or respond to sentences they have never heard before, and with a structure they have not met. They do so with no apparent difficulty. This ability cannot be simply ascribed to the sentence containing only sub-structures previously encountered, since that would be equally true of many non-sentences.

2.7.3. A grammar of a language, as a theory of that language, must therefore take the form of an abstract set of rules which introduce, arrange and embed categories into phrase structure, insert lexical items, rearrange, insert and delete elements to convert the posited deep structures into acceptable surface structures and finally convert these into a string of speech sounds with appropriate length, stress, and intonation (or, in writing, letters, punctuations and spaces).

2.7.4. This transformational-generative model of a grammar is now, with variations of varying importance, dominant, even commonplace. In fifteen years, the basic arguments have not been effectively countered. An atmosphere has however developed hostile to taxonomic classifications in linguistics, and to attempts to use such classification as a basis for rationalisation in language teaching. Indeed, the emphatic contention that "highly abstract and highly specific principles of organisation are characteristic of all human languages", and "cannot be acquired through experience and training" can easily lead to an extremely pessimistic relativism in respect of pedagogic planning. Chomsky's celebrated address to the Northeast Conference on the Teaching of Foreign Languages, in 1965 (reprinted in J.P.B. Allen and P. van Buren : *Chomsky : Selected Readings*, OUP, 1971), has been widely interpreted in this way. The editors themselves conclude : "As linguists, we find ourselves led away from an exclusive preoccupation with patterns of physical data in order to speculate about the internal logic of language structure, and the nature of the knowledge which enables a learner to achieve a creative control of language. As teachers, we are no longer interested solely in what a student says or writes ; we are interested in using this physical evidence as a means of making inferences about what the student knows. In other words, we are no longer content merely because a student can give a correct response to a specific stimulus in a controlled repetition or substitution exercise ; in addition, we want to satisfy ourselves that by giving the right response the student has really learned something about the language." As stated, this is unexceptionable, though it is doubtful whether the blinkered views attributed to linguists and teachers were ever seriously held, or that Chomsky's theory necessarily shows teaching on such a basis to be ineffective. Note, however, the effect of the words : *an exclusive preoccupation with, solely, merely, in addition*. While the validity of the argument (against an either/or view) depends in fact on these words, they place the behavioural approach in a negative light, allowing the interpretation : "What a person does is less important than what he knows", or even : "Provided the learner knows the rules of the language, his performance as a speaker/listener is of little consequence". This conclusion would surely represent a seriously retrogressive step in education as opposed to attempts to realise the interdependence of theory and practice.

2.7.5. The above excursion seems necessary, since it would be foolhardy to erect a system which was to fly in the face of current linguistic theory. Fortunately there appears to be no basic contradiction. Generative theory does not assert the *independence* of competence and performance, but only that each is underdetermined by the others. As stated above, a classificatory apparatus can

be developed, by means of which observed sentences can be formally described. Though this does not constitute a theory of a language, it is useful for descriptive purposes as part of a wider framework. In addition, generative grammar posits that a grammar makes "infinite use of finite means". The lexicon is large, but finite and in principle listable, as are idioms and fixed collocations. Grammatical categories are relatively restricted in number, as are phrase constituents, aside from the results of the operation of recursive rules. The rules themselves are finite in number, and classifiable in terms of optionality/obligatoriness and productive yield.

2.7.6. There appears then to be no inherent reason (provided, of course, we avoid such obvious errors as that classification implies the learning of inventories seriatim) why a classification of "linguistic resources" should not be feasible, and perform the same functions within the unit/credit system as the other dimensions of classifications. It will, however, be readily apparent that a great deal of further research will be needed to realise this objective. Meanwhile, the received categories of grammatical descriptions may still be used, e.g. as in van Ek (see Part four, section II).

2.8.1. A particular speech event, characterised as to the type of behaviour involved, the communicative function, notional content and linguistic form, is set in a situational matrix.

2.8.2. The analysis of the "context of situation" was first closely studied by J.R. Firth (cf. *Synopsis of Linguistic Theory in Studies in Linguistic Analysis*, ed. J.R. Firth, London 1957) and is developed in detail by R. Richterich (see Part two, section I). Richterich's categories are of : (*a*) agents, characterised according to basic demographic features, the number involved, their social, psychological and locutionary roles ; (*b*) time, i.e. time of day, duration, frequency and temporal sequence of actions ; (*c*) place, geographical and topographical (e.g. open and enclosed spaces, public, private and professional environments).

3.1.1. The products of behavioural, functional, notional, linguistic and situational classifications combine to give a close specification of a minimal speech event, an irreducible operational *quantum*.

3.1.2. Such events rarely, if ever, occur in isolation, but in coherent chains over which some parameters are held constant. These claims form discourses (speaker and listener roles held constant), conversations (other situational parameters held constant, together with certain topic features and cumulative mutual presuppositions) and other complex operations. These complex operations, in which each participant employs a strategy to steer and control a course through a changing situation, may be said to constitute the relatively independent operational *modules* of which our existences as members of language communities are composed.

3.1.3. The number of possible modules is indeed astronomic. While the requirements of coherence reduce the number greatly below any simple numerical product of category intersections to form quanta and their possible sequences, it is highly unlikely that any particular fully specified module is experienced more than once in a person's life, apart from the most basic of social routines (most formulaic utterances being quanta rather than modules).

3.2.1. It is obvious (as indeed from the argumentation in paragraph 2 above) that to be a member of language communities is not simply to have ready-made modules at one's disposal. What then does it mean to be a member of a language community ?

3.2.2. Linguistic theory is not yet sufficiently advanced for a single integrative theory of language performance to be instituted. We are therefore not in a position to specify exactly what it means to be a member of a linguistic community. We can however say that it involves the ability to act as a speaker/hearer, that is to identify, understand, interpret and respond appropriately to utterances produced by fellow members of the community, and in turn to produce utterances which can be identified, understood, interpreted and appropriately responded to by them. These abilities presuppose in the member of a speech community : (*a*) a knowledge of the linguistic system in use in the community (i.e. of the formal and semantic properties of sentences) ; (*b*) mental skills (of an encoding and decoding character) in the formulation and perception of appropriate messages in real time ; (*c*) motor skills in the articulation and catenation of sentences ; (*d*) perceptual skills in the acoustic discrimination of utterances (or correspondingly the visual discrimination of print and handwriting) ; (*e*) a knowledge of the conventions governing the appropriate use of language situations ; (*f*) an ability to recognise and respond appropriately to situations (and, particularly, changes in situations) which have a significant linguistic component, and (*g*) a command of the necessary strategies to steer and control linguistic operations.

3.2.3. Taken together, these abilities and their presuppositions define the "communicative potential" of the speaker/listener. The aim of language teaching is to build up a communicative potential in the learner.

3.2.4. Native members of a speech community acquire their communicative potential in childhood, in the course of their socialisation and maturation. The native language becomes the major structuring factor in their mental life. Later, as a result of second or foreign language learning, they may become members of one or more additional speech communities. They do so to a greater or lesser extent, but only rarely, if ever, does the further language they acquire play the same role in their lives as the native language, especially in respect of the structuration of mental life.

3.2.5. It seems highly unlikely that the aim of a "native-like" proficiency in a foreign language can ever be a realistic objective for more than a small professional elite working intensively for many years. Other classes of learner will necessarily achieve only a restricted competence and a limited proficiency. The central problem of language course planning is therefore how to achieve an optimal cost-effectiveness : how to produce the highest possible communication potential in the learner in relation to the resources deployed and *expected conditions of use*.

3.3.1. The variables in such a cost-effectiveness equation are of course many, with extensive "trading relations" between them. It appears that the following, at least, are involved : *the communicative value of what is learned*. This in turn has two main aspects : (i) referential and (ii) affective.

3.3.2. *Referential value* is established with regard to the speaker's ability to express "what is the case", to describe the real world in terms of events, things, people, places by means of formulated propositions. The key question for cost-effectiveness is here : how will the effectiveness of the speaker/listener's participation in social interactions be affected by his ability to produce, or respond to, the linguistic item or category concerned ? The answer will depend on several factors : the centrality or dispensability of the item or category in social life, the range and frequency of situations in which it is employed, the extent to which the same information can be conveyed by other means (contextual redundancy) etc.

3.3.3. By *affective value* is meant the value of the item, feature or category in communicating the emotions and attitudes of the speaker, or in directly establishing some social or psychological relation between speaker and listener. Again, cost-effectiveness requires us to enquire how the effectiveness of social interaction is affected by the speaker/listener's ability to produce or respond to the item, feature or category concerned. Again frequency, dispensability and redundancy largely determine the answer, which is, however, perhaps less easily calculable and more dependent on a wider view of the situation.

3.3.4. *Productivity* is the extent to which the particular feature, item or category learned is generalisable, and transferable to a range of further sentences. Thus a productive morphological affix (e.g. un-, ex-, -ness, -able) will have a higher productivity value than a particular lexical item (e.g. gold, cross, exact etc.). *Communication value* and *productivity* determine the numerator of the cost-effectiveness formula.

3.3.5. Learning "cost" is the amount of resources, particularly time, to be expended in learning the item etc. concerned. The value, which provides the denominator of the cost-effectiveness formula, depends on a number of factors, indirect and relative. Universals may be given a zero cost, which means that a great deal can be tacitly assumed, and included in language courses (and tests) without special teaching. How much we do not yet know. The learning cost of accidentals depends on both inherent and relative factors.

(*a*) The inherent factors may be dealt with first. They include : (i) the arbitrariness of the sound-meaning relation. This requires rote learning and is highest in the case of simple morphemes and tagnames and quite high in that of most idioms ; (ii) the formal complexity of the structure to be learnt ; (iii) the conceptual complexity of the semantic content.

(*b*) Relative factors : (i) the degree of similarity between the expressions in the native and target language ; (ii) the prior knowledge of the target language possessed by the learner.

3.4.1. The importance of the analysis of projected learner needs for a proper cost-effectiveness or cost-benefit assessment will now be apparent.

3.4.2. Within the framework of a permanent education, for example, very different roles are ascribed to initial full-time education and subsequent education. The first should not invest in techniques which are subject to high obsolescence, but concentrate on the deep understanding and mastery of permanent underlying general principles of the widest application, which will survive particular technological changes. In the language field, an avoidance of over-specialised vocabulary and fashionable idiom is implied, with priority given to basic competence and a general proficiency.

3.4.3. The adult learner is, however, typically faced with a specific need for a particular language, to be used for specific purposes in certain relatively predictable situations (though in an interaction between people, no one person can control the situation and its development). A BBC TV cameraman, for instance, may learn at a month's notice that he is to make a series of programmes in Munich, using German studio facilities. He needs, urgently and rapidly, to learn to produce and understand the restricted language of studio floor control, as it affects the efficient performance of his duties, which he already knows fairly exactly. A French woman of 50 may be going in nine months' time to stay for some weeks with her son, working for his bank in Zurich, and married to a Swiss girl, with the aim of getting to know the girl and her family, to lay a proper basis for a lasting relation.

3.4.4. If we consider these two cases, we can see that both wish to enter the German language community, but in view of the limited resources (especially of time) available to them, only to a limited extent for limited purposes. The technician requires an apparatus of technical expressions, of orders, signals, reports, stereotyped requests, and needs it whether or not he already "speaks German". If he does, he acquires a specialised extension. If not, he manages to work as a cameraman, but in other respects he may be entirely dependent on the English of the travel industry. The woman will probably be able to talk French with her daughter-in-law, but will want to be able to talk over family matters with the Swiss parents ; the affective side of language being perhaps quite as important as the referential.

3.4.5. The needs, motivations and objectives of these two cases are so diverse that there is scarcely anything in common between them. Yet this diversity (and specificity) is probably characteristic of adult learners.

3.4.6. What conclusions can we draw ? Firstly, that whereas cost-effectiveness measures may be drawn up for school teaching on the basis of inherent factors, together with those derived from contrastive studies, relative factors predominate in the case of adult learners.

3.5.1. Unit construction must therefore start from the analysis of needs and prior knowledge. It is for this reason that great importance is attached to surveys and investigations into these factors which provide the indispensable data base for intelligent educational planning.

3.5.2. Reasonably accurate prediction of the types of speech event in which the learner will be involved—the behaviours required, the functions to be informed, the notions to be expressed in terms of a restricted universe of discourse, the necessary linguistic resources for their expression and the properties of the situations in which the speech event will be embedded—will enable an optimal selection to be made (within the limits of reasonable expectation) from the categories set up in these dimensions, to maximise communicative potential in the light of the time and (effective) effort available.

3.5.3. Even so, the number of possible quanta and modules is such that considerable freedom is available to course planners in the combinations of factors in quanta, the construction of modules from quanta, and the combination of modules into units. It should again be emphasised that language learning is only to the most limited extent a rehearsal of concrete behaviours, and much more the development of a many-faceted communicative potential, and the skills and strategies for putting it into effect. The concrete teaching materials are but means to that end, and actual test materials means for ascertaining whether it has been achieved.

3.5.4. Ideally, each case requires individual treatment. In practice, a compromise must be reached between the overlapping optima for different learners in a learning system. Large-scale organisation makes available high-cost materials and facilities at a very low per caput cost, but entails the acceptance of a lower highest common factor. Cost and effectiveness are then both reduced. Small-scale operation raises both cost and effectiveness, but excludes the use of high-cost facilities. Optimising the equation, of course, means identifying and exploiting the degrees of freedom in the system, while minimising the negative effects of uncontrollable factors.

4.1.1. The unit/credit system attempts to do this in a number of ways.

4.1.2. Firstly, it is hoped that the application of the concepts presented will assist course designers to plan the content of courses multidimensionally. As experience and research accumulate, the value of even a purely conceptual scheme will progressively increase.

4.1.3. Secondly, it will enable the requirements of some statistically significant classes of learner to be articulated in some detail, and facilitate the creation of appropriately oriented courses.

4.1.4. Thirdly, it will encourage educational planners to think of language teaching in terms of a coherent metasystem, integrating various specific courses into an overall pattern.

4.1.5. In particular, it will encourage educational planners to deal with overlapping requirements by exploiting the principle of factorial analysis. It is at this point that the "unit" concept is of major importance. A unit is essentially a principled cluster of modules, which together provide the basis for acquiring the communicative potential to deal with a (substantial) defined language need. The range of needs characterising a particular class of learners can then be met by a corresponding range of units. The overlapping needs of two classes of learners may then be met by the shared use of a proportion of units, and an appropriate selection from other options. "Units" in this sense may be concrete, i.e. actual sets of fully specified modules or even concrete learning materials, or abstract, specified as to global content but free as to internal organisation. Clearly the higher the number of classes of learner, the greater the economy of a units system over globally different courses for each, and the greater its effectiveness over a single course for all. It therefore promises an approach to optimal cost-effectiveness.

4.1.6. An overall classification of adult learners in terms of needs can be expressed in unit terms. An examination of the system as a whole will then show that some units are common to many classes of learner, others to very few. Dependent, of course, on the size of the population in each class, we may say that the set of units common to most learners will constitute the "common core" of the language, those shared by few its "specialist extensions".

4.1.7. In addition, different proficiency levels may be recognised by successive units within the same need-defined area. Language learning is not simply an extension of scope from one behaviour situation and function to another, but also, and particularly, an increase in the power to make distinctions, to handle more complex linguistic material, to operate faster, more accurately and consistently, to increase the availability of items for recall as well as recognition etc.

5.1.1. There is clearly no possible definitive breakdown of language learning content into a set number of units. The system as detailed so far simply provides a conceptual framework for the planning and evaluation of course objectives and organisation, and of examination syllabuses.

5.1.2. A unit/credit system, however, implies that some formal recognition is given to a student for having successfully participated in a course identified with a particular unit, or having otherwise given proof of having mastered the content of that unit.

5.1.3. Many adult educationists deny the usefulness of examinations and qualifications in adult education. Their interest in a unit/credit system will be confined to the notion of learning by units.

5.1.4. There is, however, a call for some framework of qualifications to be available to adults who need to demonstrate a language proficiency as a condition of employment.

5.1.5. There are indeed grounds for regarding language proficiency as a "key qualification", necessary to the effective performance of a wide range of functions.

5.1.6. There is also some evidence that motivation is significantly increased by the existence of a terminal assessment.

5.2.1. The unit/credit system provides a possible basis for the recognition of language proficiency in various ways.

5.2.2. The multidimensional operational classification provides a framework for the analysis of the content and standard of existing and new examinations and tests and their placement in a system of equivalences.

5.2.3. Content :

(*a*) Grammatical content : what restrictions, if any, are placed on the knowledge of the morphological and syntactic system of the language expected of the student ? What range and degree of complexity of syntactic structure is represented ?

(*b*) Lexical content : what is the size and nature of the vocabulary expected of the student ?

(*c*) Notional-semantic content : what is the range and complexity of the meanings which the student is required to formulate or comprehend ?

(*d*) Communicative functional content : what is the range of communicative functions the candidate is expected to perform or respond to ?

(*e*) Behavioural content : what is the range of language operations that the candidate is required to perform ?

(*f*) Situational content : what is the range of speech situations in which the candidate is required to perform ?

(*g*) How is the content as defined above distributed over the various sub-parts of the examination ?

5.2.4. Standard :

Given that the content, and thus the hypothetical standard of the examination, what is demanded of the candidate who is successful in obtaining the various grades awarded for the different language skills in respect of :

(*a*) grammatical correctness in the analysis and production of text and utterance ;

(*b*) correctness of spelling and pronunciation and accuracy of phonetic identification ;

(*c*) correct choice and interpretation of vocabulary ;

(*d*) appropriateness of language use and response to linguistic variety ;

(*e*) richness of expression and range of comprehension ;

(*f*) fluency in production and immediacy of response ?

5.2.5. It is desirable that arrangements be made for the continuous monitoring of existing and new examinations/tests to establish their potential equivalences internationally. Such a task might well be assigned to an existing national centre with adequate technical facilities which could undertake such a European role.

5.2.6. It is recognised that few, if any, existing examinations are explicit about their content and standard, which resides in a tradition established by continuity of examination over many years. The level of the examination must be deduced from the analysis of papers and marking schemes, which are usually confidential. Equivalences must therefore be established in consultation with, and with the full co-operation of, the examining body concerned.

5.2.7. Clearly, the number of levels and streams given separate recognition must to some extent be arbitrary, dependent on the need to distinguish reliably between different levels of proficiency which have important social implications. An important aspect of the scheme will be to devise measures which can characterise disparate examinations (and probably no two are exactly alike—the forty modern language examinations conducted in modern languages for adults in Britain appear to involve some 160 distinct tests) meaningfully on a common scale.

5.2.8. In addition to any simple global evaluation, the unit/credit system could provide each examination with a "profile", in terms of a functional analysis, which might be available to employers, education authorities (for the selection of students for advanced courses) and other interested persons in a handbook.

5.3.1. If new examinations are assimilated to the unit/credit framework, it is greatly to be hoped that a dialogue will precede their introduction so that the concepts of the unit/credit system may influence the planning of the examination from an early stage. It must be emphasised, however, that it is not the aim of the scheme to impose a dogmatism or inhibit experimentation.

5.3.2. In addition to recognising initiatives taken by outside bodies to introduce new examinations, the existence of the unit/credit system might itself stimulate the introduction of new examinations where existing provision is seen to be inadequate. Preliminary studies indicate certain priority areas.

5.3.3. The first is for examinations, eventually for each CCC language, that will effectively and realistically assess the ability of a candidate to meet the language requirements of everyday living in the country concerned. In particular, an examination with a rather carefully defined syllabus, success in which will give an assurance to the candidate and other interested persons that he is able to meet the *minimal* requirements of everyday living, an examination at once thorough and systematic, but pitched at the *lowest* effective level. This "*threshold level*" has been the subject of a number of preliminary studies (van Ek (see Part three, section I and section II), Wilkins (see Part four), Bung) and is regarded as the first priority. It is a suitable target for mass language learning, and can be popularised under the title of "language passport", holders of which can be given various kinds of recognition and advantage. It is envisaged that a special committee should be charged with the implementation of this development.

5.3.4. A second priority project would be to develop examinations specially geared to media-based mass language teaching. These should if possible be compatible with the threshold level

examination and given equivalence with it. Indeed, media course planners may adopt the threshold level syllabus as their definitive of content. However, the type of examination envisaged is determined in its scope by what can reasonably be achieved in a given time by learners of a given prior knowledge.

5.3.5. A distinction must be made here between achievement tests and proficiency tests. An achievement test, which establishes whether a student has carried out a specified learning task, is properly geared to a particular course of study with defined content and objectives. A proficiency test, on the other hand, establishes whether a student is able to perform certain operations and is not concerned with the process by which he comes to be able to do so. In the case of proficiency examinations, the difficulty lies in ensuring that the general ability is effectively tested by the sample of language resources and activities which actually appear in the examination. With achievement tests, the problem of sampling remains, but is much reduced. It is difficult however to assess how far success in dealing with the restricted material of the course implies the achievement of the global course objectives. This problem is of considerable importance for the development of the scheme, since one of its prime functions will no doubt be to afford a wider recognition to course-linked examinations in the interests of heightened motivation.

5.3.6. These will include not only large-scale media-based courses, but also, if possible, small-scale courses in which students, in consultation with a course leader, determine their own objectives and even their working method. The scheme provides a framework within which the achievements of such students may be evaluated and given appropriate recognition. In this respect, the scheme should not be necessarily tied to terminal examinations, but should consider the evidence afforded by continuous assessment (see Henricson in Document CCC/EES (71) 135, pp. 26-28).

5.3.7. Thirdly come examinations of restricted scope, where for professional purposes only certain functions are needed, not amounting to a global language proficiency. A reading knowledge in one's special field is an obvious example. Another is that of a secretary to a firm with various international connections, who may wish, in each language concerned, to be able to establish telephone connections, understand routine business letters with the aid of a dictionary etc. Such a person would usefully be able to exercise these functions without even reaching a threshold level overall. The unit/credit system can suitably be applied in such cases, allowing the secretary a credit for each language in which certain defined secretarial functions can be carried out, and using that credit towards either a more generalised certificate in the language concerned or towards an international language secretarial qualification. Though this principle has been illustrated at a low proficiency level it is applicable at more advanced levels.

5.4.1. In due course, the scheme may involve the award of certificates and diplomas in the language field. Indeed, any scheme of equivalences should be drawn up with this possibility in mind.

5.4.2. Distinct types of certificate and diploma may be based upon different analysis of learner needs : in some, one language may be studied, more intensively over a narrow compass, or more extensively as to operations and functions at a given linguistic level. In others, languages may be combined with each other, or other studies.

5.4.3. In each language, a range of levels is required. As has been indicated above, the number is largely arbitrary. For practical purposes, five levels appear to underlie common practice, though no individual bodies appear to examine at so many levels. Equally arbitrarily, they may be labelled as follows :

1. threshold,
2. basic,
3. general competence,
4. advanced,
5. full professional standard.

5.4.4. Each level is to be defined by :

(*a*) the linguistic resources assumed (grammatical, lexical, including idiom), phonological and phonetic ;

(*b*) appropriateness of use and response (notional, situational, functional) required ;

(*c*) accuracy and consistency demanded in production and reception ;

(*d*) fluency and immediacy required ;

(*e*) range of linguistic operations involved.

Some global definitions of level (notably the Defense Language Institute's *Definitions of Degrees of Language Skills*, 1965) are available as a guide but much more research is needed to arrive at a properly operational specification.

5.4.5. Any examinable activity involves an input and an output (stimulus and response), one of which must be, and both of which are usually linguistic in form. The linguistic levels given above determine what may be included by examiners as input (at least to the extent that the candidate's ability to respond critically depends on his prior knowledge of the item concerned) or required as output. Since the input-output relations correspond to language functions, the "modules" of examination activity not only provide evidence on the candidate's level of language proficiency according to the parameters described above, but also give it a certain direction. Since the number of possible "modules" is much greater than can be feasibly incorporated in any single examination, their selection and combination give a corresponding slant to the assessment of the candidate and the content of teaching, which may or may not be appropriate to his needs. A particular test, such as dictation or even simple repetition of a spoken text, may, if well constructed, have a very high correlation with overall proficiency assessed by a complex battery of tests. It would seem highly economic to have an examination consisting solely of this one simple test. Nevertheless, the effect of doing so might well be disastrous for motivation and for course design.

5.4.6. The unit/credit system would essentially involve the preparation of an inventory of examinable activities from which examinations can be constructed, and an assessment of the inherent value of such activities (given appropriate linguistic content) to different classes of learner in the light of their assessed needs. A modular construction of tests may then be considered, so that, in accordance with the general principles of unit/credit systems, flexibility may take the form of different groupings of such modules into units, among which different groups of candidates make a distinctive selection. At any level, certain modules may be so indispensable as indicators of general language proficiency, or of such universal inherent utility, that they form a necessary component of any certificate or diploma implying a general language proficiency at a particular level. These will be grouped into units constituting the "common core" of such qualifications. In particular, they will contain tests of the ability of the candidate to comprehend and express, by means of the linguistic resources appropriate to that level, basic semantico-notional content to an appropriate degree of delicacy, and to perform appropriately those communicative functions which are the stuff of linguistic intercourse and least bound to specialised situations and needs. The system of semantico-notional categories and categories of communicative function elaborated by Wilkins (see Part four) should be further developed and applied to successive proficiency levels on the principle that advance from one level to another involves not simply an extension of range across situations and towards higher degrees of abstraction, but also a "recycling" whereby further distinctions are made in semantic fields and communicative functions already covered in a grosser way at a lower level.

5.5.1. Associated with common core units at each level, certificates and diplomas of a purely linguistic character should also allow for options between units which require the candidate's linguistic proficiency to be brought to bear upon particular fields of activity which are not of universal concern, but are important for the life of some learners. These applications of proficiency are important parts of a learner-centred, motivation-based approach. As they are neither mutually exclusive nor hierarchically ordered with respect to each other, it should be possible to add any number of them as endorsements for credit to a basic certificate or diploma. Optional units of this kind should not be confined to the vocationally useful, but should contain options of a cultural nature. In accordance with the general principles of permanent education, strong encouragement should be given to candidates (short, perhaps, of actual compulsion) to include at least one cultural option in their preparation for a diploma.

5.5.2. Consideration should also be given to the possibility of using the optional units, at different levels, in order to introduce a language component into certificates and diplomas, not primarily aimed at language proficiency, which might be introduced as part of a wider unit/credit system for permanent education in Europe. For example, a diploma in European studies might contain one or more language units along with others relating to European history, art and architecture, social, economic and political structure, commercial and industrial life, literature and philosophy. Such a diploma would have no necessary ordering among its units, and language credits, or endorsements, could be taken at any time.

5.5.3. Again, a close analysis of the language functions useful to the performance of some class of job at different levels would provide a basis for language units which would form part of a language diploma or a vocational diploma. As an example, we may consider the case of the language skills which may be required in secretarial work in a firm or other body with international connections. Among the language activities that may be involved are the following :

(*a*) copy-typing of a foreign language (L2) text from print ;

(*b*) typing of a letter from a longhand L2 script ;

(*c*) typing of an L2 letter from dictation, taken down in longhand ;

(*d*) typing of an L2 letter from dictation, using an L2 shorthand system ;

(*e*) typing of a standard letter in an L2 giving precise instructions as to its content, but not a literal dictation ;

(*f*) typing of a standard letter in an L2, given general instructions as to content ;

(*g*) typed acknowledgements in an L2 according to a standard procedure but without any specific instructions ;

(*h*) composing non-standard letters in an L2 from a mother tongue (L1) original, involving close translation ;

(*i*) composing non-standard letters in an L2, given precise instructions as to content, but no text ;

(*j*) composing non-standard letters in an L2, given only general instructions regarding its content ;

(*k*) abstracting the gist of an L2 letter in L1 ;

(*l*) providing a close translation of an L2 letter in L1 ;

(*m*) sending an L2 telegram by telephone ;

(*n*) composing an L2 telegram from an L1 text, or instructions ;

(*o*) establishing telephonic connections with L2 contacts (in and out) ;

(*p*) giving and receiving L2 telephone messages ;

(*q*) greeting and entertaining L2 visitors ;

(*r*) answering queries from L2 clients ;

(*s*) booking travel accommodation in L2 ;

(*t*) interpreting at a business conference from L2 to L1 ;

(*u*) interpreting at a business conference from L1 to L2.

5.5.4. It is clear that these activities (the list is unlikely to be complete) vary greatly in the demands they make upon a secretary. They may also be further differentiated according to the linguistic range and complexity of the letters, texts and messages concerned, the variety of situations and kinds of personal relations involved, the clarity of input, the speed, accuracy and reliability of work demanded. A personal assistant who can perform all these tasks to a high standard on a bilingual basis is a highly skilled professional worker, and commands so high a salary that no firm could employ her unless her skills were in constant demand. A small firm, only part of whose work involves intermittent foreign contacts, might prefer a secretary to be able to deal competently if slowly with only the more elementary operations, and call in professional assistance where necessary.

5.5.5. Modules can be established for each of these secretarial tasks, differentiated in appropriate cases according to the linguistic level of the input and output and the degree of skill demanded. The modules can be grouped into units at the same level for convenience of examining, and the units combined into certificates and diplomas. At the highest levels (say 4 and 5), the content is sufficient to justify an autonomous diploma. Level 4 might require full control of the actual secretarial skills involved, with a modicum of straightforward interpretation. Level 5 might then add to that a full mastery of the language in not only straightforward but also unforeseen and complex situations involving the exercise of judgment and discretion and control over their linguistic expression as well as a range of styles and an ability to communicate effectively under adverse conditions. At lower levels, the restrictions of range, knowledge and skill would mean that the credit obtained would be capitalisable as part of a wider qualification.

5.5.6. It must of course be borne in mind that the job demands upon a secretary may vary widely from one country to another, and that the linguistic content will be dependent on the nature of the business of the firm by which the secretary is employed. Flexibility between modules is therefore all the more necessary.

5.5.7. There appears to be no serious objection to the accumulation of credits required for such certificates and diplomas over a period of time. The actual structure of each vocational unit/credit cluster would, of course, depend on an accurate job analysis, and should be arrived at in each case

by an ad hoc committee containing, say, representatives of the profession concerned (employers and employees), institutions involved in teaching modern languages to that profession, and associations of teachers, in addition to members familiar with the unit/credit system as a whole. It is important to preserve the basic objectives of the scheme, and while deriving benefit from the experience of practitioners, to bear in mind the universal human tendency to think within the confines of the structure with whose operations one is familiar, and even identified.

6.1. Since a fully-fledged unit/credit system requires full specification of linguistic, notional, situational and functional content, division into possible modules, their combination into units at different levels and the accumulation of credits for a range of certificates and diplomas, it is unrealistic to expect that the system can be perfected in a short time. Yet large-scale media-based language-learning programmes have been launched or are being considered in a number of countries. How is the scheme to be developed and implemented quickly enough for it not to be simply left behind by events ? We must be prepared to pursue short-term practical objectives energetically and, at the same time, long-term objectives clear-sightedly.

6.2. For this long-term perspective, the continued collection of information on the state of adult language learning and the decision-making bodies whose co-operation may be needed continues to be important, as does most certainly the encouragement of surveys and enquiries on a national and international scale, into adult language needs and motivations. In view of the great value to such a programme of the accumulated experience of successive investigations, a group of experts should be established to stimulate and guide fresh surveys, in the light of a developing model (cf. Richterich (see Part two, section I)). This group of experts might also consider how to investigate the effectiveness of multi-media courses, especially those organised along the lines indicated by the unit/credit approach.

6.3. Finally, as the objectives of language learning are made more explicit, and the structure of language examinations becomes more functional, the implication for course construction, especially for the organisation of large-scale multi-media courses, should be thoroughly explored, as envisaged in the phased plan of work, in order to harness the large-scale resources of mass media to achieve significant economies of scale. Television, radio, tapes, discs, books, realia, courses, counselling services, study groups, tests and examinations can be brought together into a single integrated learning system.

The unit/credit system can contribute effectively to this development by giving international recognition to such courses and thus giving them a wider international use, which in turn radically reduces costs.

6.4. As the unit/credit system matures, it will doubtless be necessary to establish some kind of supervisory body to exercise such functions as the award of internationally recognised credits. A number of organisations actively involved, or whose interests were affected, would properly be represented. Any such administrative scheme would clearly require careful consideration and negotiation in the conditions of the time, at both national and international level.

7.1. Immediate priority, however, attaches to the further development of analytic categories, the closer definition of needs and levels and the detailed elaboration of modules and units, to provide the necessary basis for a full range of learning and testing materials in appropriate media upon which an integrated international language learning system must depend.

PART TWO

DEFINITION OF LANGUAGE NEEDS AND TYPES OF ADULTS

by

René Richterich

A MODEL FOR THE DEFINITION OF LANGUAGE NEEDS OF ADULTS

"In mathematics or logic, when an object is treated as a particular instance of a more general, more abstract object, all the properties of the latter are found in the former ; in other words, the 'abstract' model is never in conflict with its 'concrete' representation. Such is not the case in the sciences which deal with real things where, on the contrary, the model always contradicts the reality in some respects. In this lies the greatest weakness of models, and it is a fact which needs stressing."

(A. Régnier, "Mathématiser les sciences de l'homme ?", *Anthropologie et Calcul*, Paris, Union générale d'Éditions 10/18, Series 7 - 1971, p. 24)

"The generative process is above all informational, virtual, principial ; the phenomenal process is metabolic, practical, 'existential'. The generative is what gives life : the phenomenal is what lives. One is the paralysed man who can see, the other the blind man who can walk ; their union is indissoluble (their union is the great event and the great mystery of life...)."

(E. Morin, "L'*événement-sphinx*", in *Communications : L'événement*, Paris, Seuil, 1972, No. 18, p. 186)

"The result of any act of communication is the product of a strictly linguistic component (speech) and a extra-linguistic component (the situation), each of which varies from one extreme case to another."

(P. Charaudeau, "L'analyse lexico-sémantique, recherche d'une procédure d'analyse", *Cahiers de Lexicologie*, Paris, Didier, Larousse, 1971, I, 18, p. 8)

"If I go into a restaurant and order my dinner, I am not asking for my words to become part of a system with other words, but for food to be brought to me."

(Bertrand Russell)

Preamble

This paper is in three parts :

1. an introduction setting out the aims and problems ;
2. a description of the model ;
3. proposals for the application of the model.

It is intended as a working paper, which is why theoretical and stylistic considerations have been intentionally omitted.

1. Introduction

1. *Learning units*

1.1. Our starting hypothesis is the assumption that an adult should be able to learn a foreign language by means of a system of independent learning units progressively grouped so as to meet the main requirements of the various categories of adults wishing to acquire a command of a language other than their mother tongue.

1.2. A unit consists of a coherent set of learning acts leading to mastery of a functional set of language acts.

1.3. The system must be open-ended and adaptable to the multifarious conditions in which the learning process may take place, in other words to the most favourable times for learning, the most suitable content, and the most economic means.

1.4. The system must use its great adaptability to stimulate, increase and maintain individual motivations for learning a modern language.

2. *Needs, motivations, aims*

2.1. In a flexible and dynamic system of this kind, endeavouring to adapt in the best possible way to the language reality of the individual, either in his socio-professional life or in his socio-cultural life, the notion of needs is an essential one.

2.2. The language needs of adults learning a modern language are the requirements which arise from the use of that language in the multitude of situations which may arise in the social lives of individuals and groups.

2.3. Two kinds of need can be distinguished :

— objective needs, which can more or less be assumed to be general from an analysis of typical everday situations ;

— subjective needs, which cannot be said to be general because they depend on events, unforeseen circumstances, and people.

2.4. Needs and motivations should not be confused. The former are, so to speak, imposed by the reality of the language situation, and knowing a language means precisely being able to respond appropriately to the numerous requirements of that reality ; the latter, although influenced by the social lives of individuals and groups, are created by the latter.

2.5. The analysis of needs will lead to a definition of aims which, operationally speaking, must be translated into language acts and learning acts.

3. *Problems*

3.1. Whereas objective needs can be foreseen, analysed or defined, as the case may be, more or less precisely, subjective needs are quite unforeseeable and therefore indefinable.

3.2. A fundamental contradiction may be seen (and it is perhaps the contradiction which at present bedevils language teaching) between the desire to define precise needs and aims and the fact that, on the other hand, the use of a language as a means of communication and action in controlling social situations requires a capacity to react appropriately to things which cannot be accurately foreseen or defined.

3.3. This being so, is it not necessary to invent an educational theory of the unforeseen ?

3.4. Furthermore, if it is planned to introduce a system of learning by units on a large scale—European for example—for only on a large scale can it be educationally and financially profitable, then the programming and production of these units can be expected to necessitate considerable investment which will not permit the flexibility and adaptability to specific needs which we require.

3.5. Whereas what is really needed is an ephemeral educational theory fully meeting the needs of individuals, production requirements may well impose a durable educational theory which corresponds only to the general and theoretical needs of a few broad categories of people.

3.6. Ephemeral educational theory, theory of the unforeseen. Programmed, durable educational theory. The system must be sufficiently dynamic and flexible for the creation of economic, and therefore programmed and durable, learning units, but units which leave considerable room for the unforeseen and the ephemeral.

4. *Aims*

4.1. It is not the aim of this paper to provide statistics on the various categories of adults learning or wishing to learn a language, or on their language needs.

4.2. Nor can it set out to describe a model operating mathematically in order to define those needs.

4.3. This working instrument is first and foremost a catalogue, not necessarily an exhaustive one, of the elements needed to serve as reference points in the analysis of objective language needs (analysis of content).

4.4. It also proposes a method which should, on the basis of a knowledge of language needs, make it possible to move on to language acts and learning acts, in other words a method for defining the content of the learning units and their pedagogic strategies.

4.5. Finally, it suggests a few fields of application which might lead to a better understanding of those categories of adults wishing to learn, or already learning, a modern language, and of their foreseeable needs or motivations.

4.6. This model too must be open, dynamic and adaptable. It is therefore very general in conception so as to be applicable to the maximum number of individual cases.

4.7. — Analysis of content ⟶ definition of foreseeable needs ;
— Definition of content ⟶ learning units ;
— Definition of pedagogic strategies ⟶ learning units ;
— Categories of adults ⟶ motivations ⟶ foreseeable needs.

This working instrument should be of use to :

— the creators of content ;
— the producers of content ;
— the authorities responsible for permanent education ;
— organisers and advisers ;
— teachers ;
— learners.

2. Description of the model

1. *Language needs*

1.1. In order to define language needs, two components will have to be analysed :
— the language situation ;
— language operations.

1.2. The "language situation" component will comprise the following categories :
— the agents (the persons involved in the communication process) ;
— the time (when the act of communication takes place) ;
— the place (where the act of communication takes place).

1.3. The "language operations" component will comprise the following categories :
— the functions (which the act of communication has to fulfil) ;
— the objects (to which that act will relate) ;
— the means (used to produce that act).

1.4. Each of these categories will then have to be broken down into the elements listed (though not exhaustively) in a later section.

1.5. The information provided by the analysis of these two components will therefore be needed to define the language needs.

1.6. These will then have to be translated into language acts, which will represent utterances placed in operational situations (either simulated or real), corresponding to the needs defined.

1.7. We shall not deal with language acts in this paper, since they belong to another phase of the preparation and establishment of learning units.

2. *Learning needs*

2.1. Definition of learning needs involves the same components :

— the learning situation ;

— learning operations.

2.2. The "learning situation" component will comprise the same categories :

— the agents (the persons involved in the learning process) ;

— the time (when the learning act takes place) ;

— the place (where the learning act takes place).

2.3. The "learning operations" component will comprise the following categories :

— the functions (which the learning act has to fulfil) ;

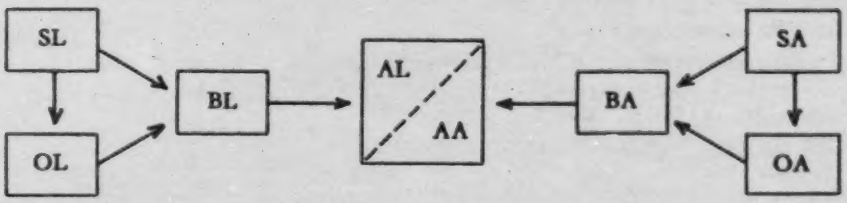
— the objects (to which that act will relate) ;

— the means (needed to accomplish the learning act).

2.4. Each of these categories will be similarly analysed by means of elements which will supply the necessary information and indications for the definition of learning needs.

2.5. The latter will then be translated into learning acts representing the strategies students will have to apply in order to learn the language acts.

2.6. We shall therefore have the following schema :



where :

LGS = language situation
LGO = language operations
LGN = language needs
LGA = language acts
LRS = learning situation
LRO = learning operations
LRN = learning needs
LRA = learning acts

3. *Scales*

3.1. In order to define the needs, we shall have to refer to two scales :

— the forecasting scale ;

— the analytical scale.

3.2. The forecasting scale must tell us to what extent language or learning needs can be foreseen. For example, we can define with great accuracy the language and learning needs of a French singer who knows no English and merely wishes to learn the English version of one of his songs. By contrast, it will be impossible for us to predict the needs of a French journalist who has a good knowledge of English but wishes to perfect his command of the language because his newspaper has appointed him its permanent correspondent in London.

3.3. Reference to a second scale will be essential in order to discover to what level and in what detail we wish to ana se the needs. Do we want to discover the objective English language needs, in general, of a director's secretary in watch factory *x* at Bienne in Switzerland, or are we aiming to define in detail the needs of that same secretary for the purposes of English correspondence ?

3.4. Finally, a third scale, the equivalence scale, will enable us to determine to what extent a learning act covers a language act. For example, the fact of repeating the phrase "I should like a packet of Players No. 6" in a language laboratory in no way corresponds to the language act which that phrase might represent in a tobacconist's shop.

3.5. Reference to these three scales will be constantly necessary in order to circumscribe the subject of our analyses and definitions.

4. *Categories and elements*

Component : language situation

A. *Agents*

1. Identity

1.1. Occupation
1.2. Other activities
1.3. Age
1.4. Place of residence
1.5. Sex
1.6. Civil status
1.7. Name

(It is important to check that the information furnished by each element is relevant to the definition of needs. Depending on the level of analysis adopted, certain elements will be valueless and others will have to be included.)

2. Number

2.1. 1
2.2. 2
2.3. 3-5
2.4. 6-12
2.5. 13...

(The number of persons involved in the language situations analysed.)

3. Roles

3.1. Social roles

3.1.1. Superior/subordinate
3.1.2. Colleague/colleague
3.1.3. Old/young
3.1.4. Master/pupil
3.1.5. Important/less important
3.1.6. Buyer/seller
3.1.7. Asker/giver
3.1.8. Stranger/stranger
3.1.9. Friend/friend
3.1.10. Enemy/enemy
3.1.11. Husband/wife
3.1.12. Parent/child
3.1.13. Parent/parent

(As already stated, none of these lists of elements are exhaustive ; they should be regarded as indicative only. By "roles" is meant the social, sociological or language relationships which are established when persons communicate with one another, and which can determine the type of language used.)

3.2. Psychological roles

3.2.1. Respect
3.2.2. Obedience
3.2.3. Admiration
3.2.4. Affection
3.2.5. Complicity
3.2.6. Sympathy
3.2.7. Equality
3.2.8. Neutrality
3.2.9. Antipathy
3.2.10. Disdain
3.2.11. Fear
3.2.12. Pity
3.2.13. Hatred
3.2.14. Jealousy

(The order in which these elements are listed has no particular significance.)

3.3. Language roles

3.3.1. 1 single speaker
3.3.2. 1 speaker + 1 addressee
3.3.3. 1 speaker/addressee + 1 addressee/speaker
3.3.4. 1 speaker + x addressees
3.3.5. 1 speaker/addressee + x addressees/speakers
3.3.6. x speakers + 1 addressee
3.3.7. x speakers/addressees + 1 addressee/speaker
3.3.8. x speakers + x addressees
3.3.9. x speakers/addressees + x addressees/speakers

(The speaker is the person producing an utterance (either oral or written) ; the addressee is the person receiving the utterance. In the normal process of communication, the addressee becomes the speaker in his turn, and the speaker the addressee.)

B. *Time*

1. Time of day

2. Duration

3. Frequency

3.1. First time
3.2. Occasionally
3.3. Regularly

(Are the language relationships analysed between the agents arising for the first time ? Do they arise occasionally or regularly ?)

4. Events

4.1. Prior
4.2. Present
4.3. Subsequent

(Can events or facts external to the language situation exert an influence on the production of the language acts ?)

C. *Place*

1. Geographical location

1.1. Country

1.2. Region
1.3. Locality

2. Place

2.1. Outdoors

2.1.1. Square
2.1.2. Street
2.1.3. Park, garden
2.1.4. Terrace
2.1.5. Sports field
2.1.6. Beach
2.1.7. Countryside
2.1.8. Forest
2.1.9. Mountain
2.1.10. Lake, sea
2.1.11. Building site

2.2. Indoors

2.2.1. Private life

2.2.1.1. Flat
2.2.1.2. Villa
2.2.1.3. Room

2.2.2. Public life

2.2.2.1. Shop
2.2.2.2. Restaurant, café
2.2.2.3. Hotel
2.2.2.4. School
2.2.2.5. Church
2.2.2.6. Hospital
2.2.2.7. Station
2.2.2.8. Theatre
2.2.2.9. Exhibition
2.2.2.10. Office (industry/commerce)
2.2.2.11. Office (services)
2.2.2.12. Office (administration)
2.2.2.13. Office (professional)

2.2.3. Work

2.2.3.1. Office
2.2.3.2. Workshop

(Depending on the standpoint adopted, one person may regard a place as belonging to the "public life" sector, while for another person it will be his place of work. Examples are the customer and the sales assistant in a shop, the congregation and the parson in a church, the patient and the doctor.)

2.3. Means of transport
2.3.1. Car
2.3.2. Bus
2.3.3. Train
2.3.4. Underground
2.3.5. Aeroplane
2.3.6. Boat

3. Surroundings

3.1. Family
3.2. Friends
3.3. Acquaintances
3.4. Professional
3.5. Other activities
3.6. Fashionable society
3.7. Holidays
3.8. Learning situation
3.9. Anonymous

4. Environment

(Are details of the setting and surroundings in which the language act takes place relevant ?)

Component : language operations

D. *Functions*

1. Expression/exchange

(Zero, neutral level of communication. Communication for the purposes of conveying a message of some kind.)

2. Description/explanation

(Communication for the purpose of illustrating, representing, or conveying understanding or knowledge of something.)

3. Argumentation/persuasion

(Communication for the purpose of proving, convincing, winning an argument.)

4. Designation/statement

(Communication for the purpose of calling a person to witness something.)

5. Evocation/narration

(Communication for the purpose of causing something from the past to appear.)

6. Request/order

(Communication in order to obtain something.)

7. Poetry/entertainment

(Communication for the pleasure and beauty of communicating.)

8. Translation/interpretation

(Communication in another language of something that already exists in one language.)

E. *Objects*

1. Information/notification

(The communication relates to a neutral message.)

2. Sentiment/emotion

(The communication relates to an affective state.)

3. Attitude/behaviour

(The communication relates to a given attitude, reaction, or form of moral or physical behaviour.)

4. Idea/opinion

(The communication relates to what is thought or believed.)

5. Action/fact

(The communication relates to past, present or future events.)

6. Contact/relation

(The communication serves to establish, maintain or break social ties created by language.)

7. Animate/inanimate

(The communication relates directly to a person, an animal or a thing.)

F. *Means*

1. Spontaneous speech/direct listening

   (The utterances are produced spontaneously and heard directly by the addressees.)

2. Spontaneous speech/indirect listening

   2.1. Telephone
   2.2. Radio
   2.3. Television
   2.4. Magnetic tapes

   (The utterances are produced spontaneously, but heard by the addressees via a technical medium.)

3. Controlled speech/direct listening

   3.1. Talk, lecture
   3.2. Theatre, recital
   3.3. Reading aloud
   3.4. Repetition

   (The utterances are first written down, then read aloud or recited by heart and heard directly by the addressees.)

4. Controlled speech/indirect listening

   4.1. Film
   4.2. Television
   4.3. Radio
   4.4. Records
   4.5. Magnetic tapes

   (The utterances are first written down, then read or recited by heart and heard by the addressees via a technical medium.)

5. Writing/reading

   5.1. Newspaper
   5.2. Correspondence
   5.3. Reports
   5.4. Books

   (The utterances are written down, then read silently by the addressees.)

6. Gesture/mime

   (The communication is effected either partly or wholly by means of non-verbal signs.)

Component : learning situation

G. *Agents*

1. Identity

   1.1. Learners

      1.1.1. Occupation
      1.1.2. Other activities
      1.1.3. Schooling
      1.1.4. Mother tongue
      1.1.5. Other languages known
      1.1.6. Age
      1.1.7. Place of residence
      1.1.8. Sex
      1.1.9. Civil status
      1.1.10. Name

1.2. Teachers

1.2.1. Other occupation
1.2.2. Other activities
1.2.3. Title
1.2.4. Mother tongue
1.2.5. Other languages known
1.2.6. Languages taught
1.2.8. Experience
1.2.9. Age
1.2.10. Place of residence
1.2.11. Sex
1.2.12. Civil status
1.2.13. Name

2. Number

2.1. Learners

2.1.1. 1
2.1.2. 2-5
2.1.3. 6-12
2.1.4. 13-20
2.1.5. 21-30
2.1.6. 31-40
2.1.7. 41...

2.2. Teachers

2.2.1. 1
2.2.2. 2-3
2.2.3. 4-5
2.2.4. 6...

3. Roles

3.1. Learners

3.1.1. Leader
3.1.2. Passive
3.1.3. Talkative
3.1.4. Shy

(What is the proportion of these types of learner in a group or, depending on the level of analysis chosen, to what type does the learner concerned belong ?)

3.2. Teacher

3.2.1. Authoritarian
3.2.2. Semi-authoritarian
3.2.3. Non-authoritarian

(To what extent are learners able to participate in the learning decisions ?)

3.3. Group

3.3.1. Homogeneous
3.3.2. Semi-homogeneous
3.3.3. Heterogeneous

(Criteria of homogeneity : same age, same occupation, same mother tongue.)

H. *Time*

1. Time of day

1.1. Morning
1.2. Afternoon
1.3. Evening

2. Duration

2.1. 1 learning act
2.2. 1 sequence of acts
2.3. 1 learning unit
2.4. 1 sequence of units
2.5. 1 complete set of units

(The indication of duration will depend on the analytical level adopted.)

3. Frequency

3.1. Time needed
3.2. Time available

3.2.1. Per day
3.2.2. Per week

(How much time is needed to complete a particular act or sequence or unit or set, and what time is available to the agent ?)

4. Events

(Can events or facts external to the learning situation exert an influence on the accomplishment of the learning acts ?)

I. *Place*

1. Geographical location

1.1. Country

1.1.1. in which the language being learnt is spoken
1.1.2. in which the language being learnt is not spoken

1.2. Region
1.3. Locality

2. Place

2.1. Outdoors

2.1.1. Square
2.1.2. Street
2.1.3. Park, garden
2.1.4. Terrace
2.1.5. Sports field
2.1.6. Beach
2.1.7. Countryside
2.1.8. Forest
2.1.9. Mountain
2.1.10. Lake, sea
2.1.11. Building site

2.2. Indoors

2.2.1. Private life

2.2.1.1. Flat
2.2.1.2. Villa
2.2.1.3. Room

2.2.2. Public life

2.2.2.1. Shop
2.2.2.2. Restaurant, café
2.2.2.3. Hotel
2.2.2.4. School
2.2.2.5. Church

2.2.2.6. Hospital
2.2.2.7. Station
2.2.2.8. Theatre
2.2.2.9. Exhibition
2.2.2.10. Office (industry/commerce)
2.2.2.11. Office (services)
2.2.2.12. Office (administration)
2.2.2.13. Office (professional)

2.2.3. Work

2.2.3.1. Office
2.2.3.2. Workshop

2.3. Means of transport

2.3.1. Car
2.3.2. Bus
2.3.3. Train
2.3.4. Underground
2.3.5. Aeroplane
2.3.6. Boat

3. Surroundings

3.1. Family
3.2. Friends
3.3. Acquaintances
3.4. Professional
3.5. Fashionable society
3.6. Holidays
3.7. Learning situation
3.8. Anonymous

4. Environment

(With the present-day mass communication and self-teaching media, the learning process can take place in a wide variety of places. In addition, a great many learning acts will be accomplished outside the classroom wherever possible.)

Component : learning operations

J. *Functions*

1. Listen/understand

(Listen to a sentence or an utterance in order to grasp its meaning.)

2. Listen/repeat

(Listen to a sentence or an utterance in order to repeat it as exactly as possible.)

3. Speak/constraint

(Produce a sentence or an utterance whose form is subjected to specific constraints for learning purposes.)

4. Speak/spontaneity

(Produce a sentence or an utterance freely—according to the needs and requirements of the situation.)

5. Read/understand

(Read a written sentence or utterance in order to grasp its meaning.)

6. Read/speak

(Read a sentence or an utterance aloud in order to practise pronunciation.)

7. Write/constraint

(Write a sentence or utterance in order to solve problems of graphical transcription or morphology or syntax.)

8. Write/spontaneity

(Write a sentence or utterance freely according to the needs of written communication.)

K. *Objects*

1. 1 sentence

2. 1 series of sentences

(Sentence = language production for the sole purpose of practising phonetic, morphological, syntactic and semantic forms.)

3. 1 utterance

4. 1 series of utterances

(Utterance = language production designed to take on spatial and temporal reality for the purposes of authentic or simulated communication.)

L. *Means*

1. Listen/understand

1.1. Teacher
1.2. Radio
1.3. Records
1.4. Magnetic tapes
1.5. Visual media
1.6. Cinema
1.7. Television

2. Listen/repeat

2.1. Teacher
2.2. Radio
2.3. Records
2.4. Magnetic tapes
2.5. Laboratory
2.6. Visual media
2.7. Cinema
2.8. Television

3. Speak/constraint

3.1. Teacher
3.2. Radio
3.3. Records
3.4. Magnetic tapes
3.5. Laboratory
3.6. Visual media
3.7. Cinema
3.8. Television

4. Speak/spontaneity

4.1. Simulated communication in the learning situation
4.2. Authentic communication in the learning situation
4.3. Authentic communication in real situations

5. Read/understand

5.1. Teacher
5.2. Books
5.3. Brochures
5.4. Newspapers
5.5. Periodicals
5.6. Loose leaves
5.7. Dictionaries
5.8. Visual media

6. Read/speak

6.1. Teacher
6.2. Books
6.3. Brochures
6.4. Newspapers
6.5. Periodicals
6.6. Loose leaves
6.7. Visual media

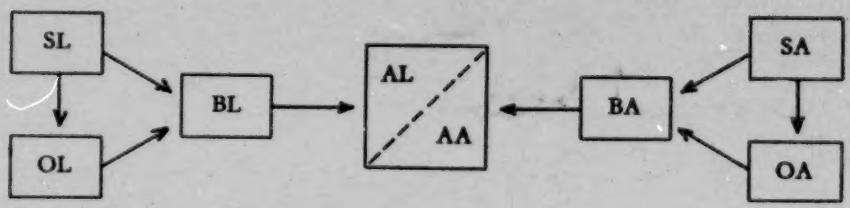
7. Write/constraint

7.1. Teacher
7.2. Textbooks
7.3. Exercise books
7.4. Visual media

8. Write/spontaneity

8.1. Paper
8.2. Pencil, pen
8.3. Typewriter

5. *Summary of the model*



LGS = Language situation
- A. Agents
- B. Time
- C. Place

LGO = Language operations
- D. Functions
- E. Objects
- F. Means

LGN = Language needs defined by analysis of the above categories

LGA = Language acts, translation of needs into operational form

LRS = Learning situation
- G. Agents
- H. Time
- I. Place

LRO = Learning operations

J. Functions
K. Objects
L. Means

LRN = Learning needs, defined by analysis of the above categories

LRA = Learning acts, translation of needs into operational form

Forecasting scale

(*a*) needs cannot be foreseen
(*b*) needs can be only partially foreseen
(*c*) needs can be fully foreseen

Analytical scale

(*d*) overall needs
(*e*) specific needs in a given field
(*f*) isolated needs

Equivalence scale

(*g*) LRA $\neq$ LGA
(*h*) LRA $\subset$ LGA
(*i*) LRA = LGA

3. Applications

1. *Why define language needs ?*

1.1. It is increasingly obvious that when a foreign language is studied in a school learning situation, despite the help afforded by applied linguistics and audio-visual media, it remains for the student a branch of general study and is not really perceived as a means of communication and action.

1.2. More often than not, the student fails to progress beyond the sentence stage to the stage of utterances and language acts. The language remains outside the student and becomes an object of imitation, whereas it is essentially a source of action.

1.3. Almost invariably, therefore, the learner first learns a language for itself, a language which is generally neutered by educational necessities, an "asexual" language which meets only imperfectly the requirements of social communication.

1.4. One of the characteristics of the adult learner is his desire to learn rapidly something he can use immediately.

1.5. If this characteristic is really to be taken into account in the creation of learning units, an attempt must be made first of all to define more clearly the requirements of the adults concerned in respect of immediate use.

1.6. Unless the requirements are known and defined in this way it will be impossible to conceive these units in terms, not of words or sentences, but of language acts, this being the first precondition for the rapid, functional learning of a language.

1.7. If it is planned to produce and distribute systematic educational units at European level, then a certain amount of quantitative and qualitative information about the language needs of adults learning a modern language will be indispensable.

2. *Types of information needed for the definition of language needs*

2.1. Types of country

In view of the differences between the member States of the Council of Europe's Council for Cultural Co-operation, it is obvious that the general requirements in the learning of

a particular foreign language will vary considerably from one country to another. A Turk and a German Swiss learning French will certainly have different needs, as regards both the language itself and the learning of it. First of all, then, a distinction will have to be made according to the country.

2.2. Numbers of adults

We have no figures or statistics whatever on the number of adults having a knowledge of using or learning one or more foreign languages in the various countries. These figures will be indispensable if we are to define the types of adults, with their particular characteristics and needs, on more reliable and realistic foundations than the hypotheses by which we are now guided.

2.3. Motivations

Statistical information will also be needed on adults' motivations for learning a foreign language. It can of course be argued that, in the final analysis, each individual creates his own motivations under the influence of his surroundings. Nevertheless it will be advisable to establish categories of motives and see how they are distributed throughout the population, in order to arrive at a more accurate definition of the requirements.

2.4. Types of adult

It can also be argued that, in reality, each adult learning a modern language will have his own specific language and learning needs, since each individual is different from all the others and is, moreover, one of the components of the acts which he will have to accomplish. Each language or learning act is therefore unique, because it is produced by an agent who is different from all the others. Since there can at present be no question of attempting to take account of all individual characteristics in the production of learning units, we shall be obliged to establish broad types of adults to which the various types of need will correspond. This generalisation is necessary in the initial stage, and its broadness must be accepted. Nuances, differentiation and a certain degree of individualisation will have to be introduced when it comes to creating specific units.

3. *How to define language needs*

3.1. As has been said, this paper does not set out to define the language needs of adults learning a modern language in, say, Switzerland or Europe, but to propose a method, a model whereby that definition may be arrived at. If we have gone beyond the concept of language needs and considered the concepts of language and learning acts in the description of the model, our purpose has been to show more clearly that language needs, at the level of the conception and design of units, will have to find their equivalent in learning needs which, in turn, will have to be translated into acts. In this third part, however, we shall confine ourselves to defining language needs only.

3.2. In order to obtain quantitative and qualitative statistical data, we must first draw up an inventory of the elements in the analysis and propose working hypotheses. The ground has to be prepared. This is what we have tried to do in this study, and all the proposals made in it will have to be either confirmed or invalidated, amended or supplemented by practical experience and statistical results. It is a starting point, not a finishing point.

3.3. There are two main types of instrument which can assist us in defining language needs :

— analysis of content,

— opinion polls and surveys.

3.4. Analysis of content means observing and examining the oral and written use made of a language by a given person or class of persons, and then deducing objective needs which are foreseeable and generalisable. The analytical elements listed in the second part of this paper will be used for the purposes of observation and definition.

3.5. For example, it would be possible to observe and analyse the use made of English by a representative sample of secretaries in France, and from this to deduce the needs common and peculiar to this category of person. The same could be done with a sample of secretaries in a particular sector. We would stress once again the fundamental point that everything depends on the level of analysis and generalisation chosen.

3.6. Analysis of content may at first sight appear a complicated operation, particularly if for reasons of statistical validity it has to cover a large number of persons. But it seems that even limited observation can provide sufficient information for a valid definition of the objective needs characteristic of a given category of people.

3.7. As for the second type of instrument—opinion polls and surveys—these offer the possibility, by means of oral or written questionnaires, directive and non-directive interviews and all the other opinion poll techniques, (*a*) to assemble a certain number of facts needed for the definition of objective needs, or (*b*) to obtain interesting information on the needs which people learning a foreign language assume they will have, or (*c*) to clarify their motives.

3.8. Experience shows that a person learning, or on the point of learning, a foreign language has only a very vague idea, if any, of his future needs. Techniques other than surveys of adult learners or prospective learners are therefore needed.

3.9. The following sequence should be observed in order to arrive at a full definition of the language needs of a pre-determined category of adults :

(*a*) analysis of the oral and written use made of a language by the category of adults concerned ;

(*b*) survey among persons already using the language in the same field as the category of persons concerned ;

(*c*) survey among persons learning or on the point of learning the language in the same field as the category concerned, in order to discover their motivations and their opinions as to their needs.

3.10. The information obtained from these three complementary analytical methods should be sufficient to enable the designers and producers of learning units to define realistic language needs and to devise educational equipment and strategies which are both functional and motivational.

3.11. The application of these methods will vary from one country, situation or case to another, and it will be up to teams comprising linguists, psychologists and sociologists to elaborate and develop them operationally according to circumstances. In the context of this paper, we cannot do more than formulate a few working hypotheses and suggest a few starting points.

4. *Types of country*

4.1. Countries whose language is widely or fairly widely spoken :

Austria
Spain
France
Italy
Ireland
Federal Republic of Germany
United Kingdom
Holy See

4.2. Scandinavian countries whose language is not widely spoken :

Denmark
Finland
Iceland
Norway
Sweden

4.3. Mediterranean countries whose language is not widely spoken :

Cyprus
Greece
Malta
Turkey

4.4. "Crossroads" countries which use one or more languages :

Belgium

Luxembourg
Netherlands
Switzerland

5. *Number of adults*

Determine the following as a proportion of a representative sample of the country's adult population :

5.1. The number of persons familiar with one or more foreign languages :

(*a*) Identity : occupation, age, sex, other activities, mother tongue, locality, nationality.

(*b*) Language(s) known.

(*c*) Degree of knowledge : slight, fair, good
Ability to :
understand
speak
read
write.

(*d*) Use :
never
rarely
occasionally
frequently
regularly.

5.2. The number of persons currently learning one or more foreign languages :

(*a*) Identity : occupation, age, sex, other activities, mother tongue, locality, nationality.

(*b*) Language(s) being learnt.

(*c*) Standard of student : beginner
pseudo-beginner
intermediate
advanced.

(*d*) Method of study :

1. individual, unsupervised study, using teach-yourself methods ;
2. individual study, supervised periodically from a distance (correspondence course), using teach-yourself methods ;
3. individual, unsupervised study, by means of an extensive course broadcast on radio or television (one or more hours per week) ;
4. individual study, supervised periodically from a distance (university of the air), by means of an extensive course broadcast on radio or television ;
5. private lessons (one or more hours per week) ;
6. extensive course (one or more hours per week, generally in the evening) organised by specialised institutes ;
7. extensive course organised by the firm for the purpose of vocational training ;
8. intensive course (several hours per day for several consecutive weeks) organised by specialised institutes ;
9. vacation course (a few hours per day for a number of consecutive weeks) organised by specialised institutes ;
10. intensive course in the country where the language is spoken, organised by specialised institutes ;
11. vacation course in the country where the language is spoken, organised by specialised institutes.

(*e*) Duration of course.

(*f*) Type of certificate or diploma awarded at the end of the course.

5.3. The number of persons who have decided to learn one or more foreign languages and are on the point of beginning :

(*a*) Identity.
cf. 5.2.

(*b*) Language(s) being learnt.

(*c*) Foreseeable standard.
cf. 5.2.

(*d*) Method of study chosen.
cf. 5.2.

(*e*) Start of course.

(*f*) Foreseeable duration of course.

(*g*) Certificate or diploma aimed at.

6. *Motivations*

In a representative sample of adults learning a language or about to learn one, determine the proportion of the following motivations :

6.1. Socio-professional motivations :

Language *x* :

6.1.1. A knowledge of language *x* may come in useful.
6.1.2. A knowledge of language *x* is necessary in my job or in my future job.
6.1.3. I have been offered a different post in my firm provided I learn language *x*.
6.1.4. I have been appointed to a different post in my firm and I must know language *x*.
6.1.5. I hope to obtain a different post in my firm if I have a knowledge of language *x*.
6.1.6. I have been offered a post in another firm provided I acquire a knowledge of language *x*.
6.1.7. I have a post in another firm and I need a knowledge of language *x*.
6.1.8. I hope to obtain a post in another firm if I know language *x*.
6.1.9. I wish to change my job and I need a knowledge of language *x* for the new job.
6.1.10. I have to change my job and I need a knowledge of language *x* for my new job.
6.1.11. A knowledge of language *x* will help me to earn more money ;
6.1.12. to do more interesting work ;
6.1.13. to become more independent ;
6.1.14. to have more responsibility, power and importance ;
6.1.15. to fulfil myself better ;
6.1.16. to travel.

6.2. Socio-cultural motivations :

Language *x* :

6.2.1. A knowledge of languages, and especially language *x*, is necessary these days.
6.2.2. I like languages and language *x* in particular.
6.2.3. I like travelling and I need to know language *x*.
6.2.4. I have many friends who speak language *x*.
6.2.5. Language *x* is my husband's/wife's mother tongue.
6.2.6. Language *x* is the mother tongue of my fiancé(e)/boyfriend/girlfriend.
6.2.7. I am going on holiday to a country where language *x* is spoken.
6.2.8. I wish to live in a country where language *x* is spoken.
6.2.9. I accompany my husband/wife on his/her numerous journeys and therefore wish to learn language *x*.
6.2.10. My husband/wife is going to work in a country where language *x* is spoken.
6.2.11. I have to know language *x* in order to perform my extra-professional activities.
6.2.12. I wish to read authors in the original.
6.2.13. I wish to be able to follow cultural events (films, theatre, lectures etc.) in language *x*.

(Since the formulation of questions is a highly delicate and complex business in motivational surveys, we have confined ourselves here to indicating just a few lines of enquiry.)

7. *Types of adult*

The various types of adults learning or wishing to learn a foreign language could be defined on

the basis of the following criteria (obviously, the types are not always absolute, and, since language forms an entity, they may overlap in a wide variety of ways) :

7.1. The language being learnt ;
7.2. The level of knowledge of that language at the beginning of the course ;
7.3. The adult's general motivations for wishing to learn the language ;
7.4. The role of the adult in this field ;
7.5. The branch or branches of activity in which he will, or expects to, use the language.

8. *Questionnaire*

8.1. The following questionnaire is intended as an example of the way in which the model can be used to draw up a questionnaire.

8.2. It is intended for people already using foreign language *x*.

8.3. Its aim is to obtain information in order to define the needs of a type of adult analogous to that of the persons questioned.

8.4. The wording of the questions is in no way definitive and must be regarded merely as an indication of the different areas of enquiry.

8.5. The technical aspects of the questionnaire (elaboration and administration) have been deliberately disregarded, because the preparation of a specific questionnaire will depend on particular circumstances and necessitate the collaboration of one or more polls experts.

8.6. This outline questionnaire may serve as a starting point for open-ended and/or multiple-choice questionnaires, to be answered either in writing or orally.

8.7. The numbers correspond to those in the model and the answer items will often be identical to the analytical elements in the model. Reference will be made to them when necessary.

A. *Agents*

1. Identity

1.1. Occupation

Do you use language *x* for the purposes of your occupation as :

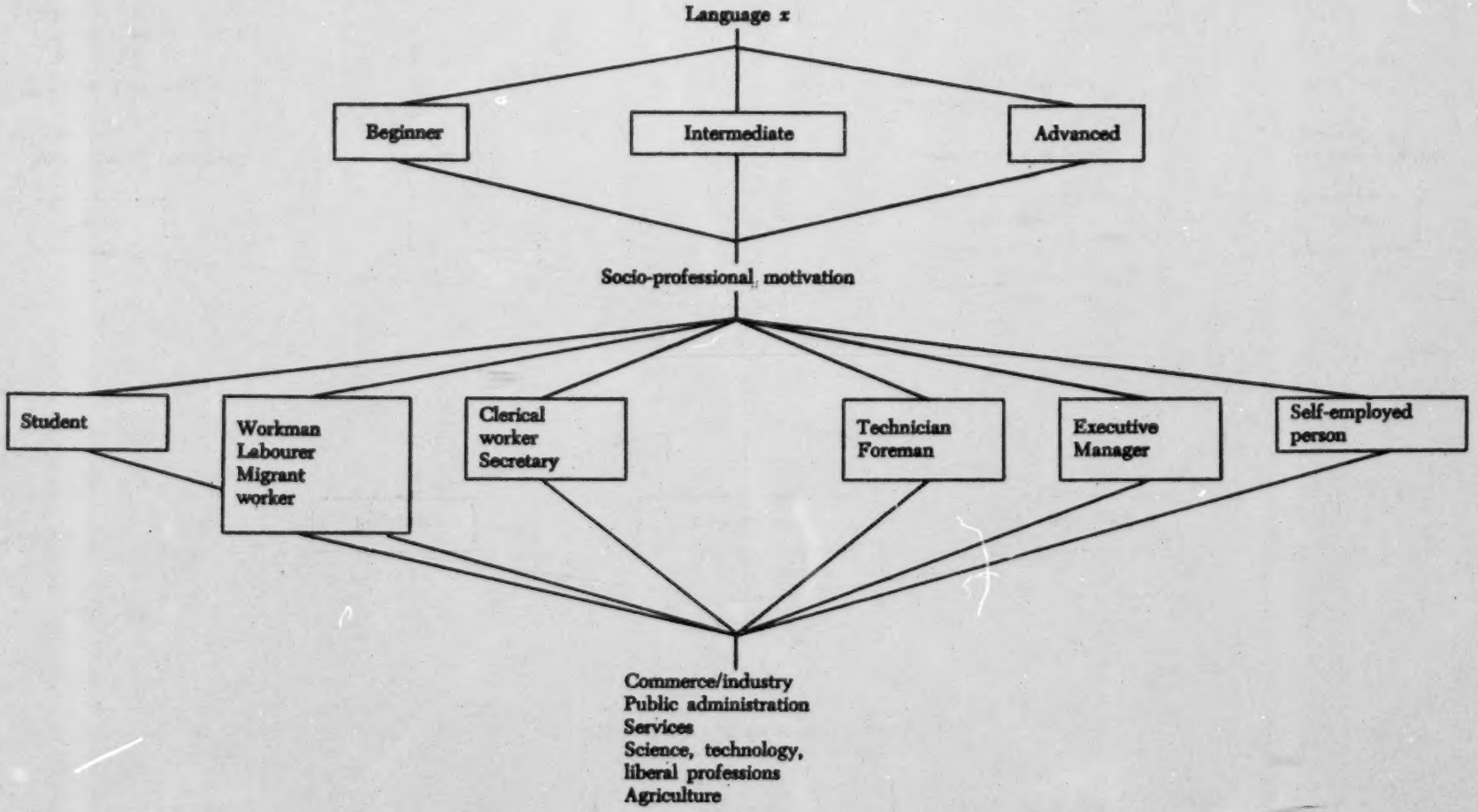
1.1.1. Student
1.1.2. Workman/labourer
1.1.3. Migrant worker
1.1.4. Clerical worker/secretary
1.1.5. Technician/foreman
1.1.6. Executive/manager
1.1.7. Self-employed person
in
1.1.8. Commerce/industry
1.1.9. Public administration
1.1.10. Services
1.1.11. A branch of science, technology or the liberal professions
1.1.12. Agriculture ?

1.2. Other activities

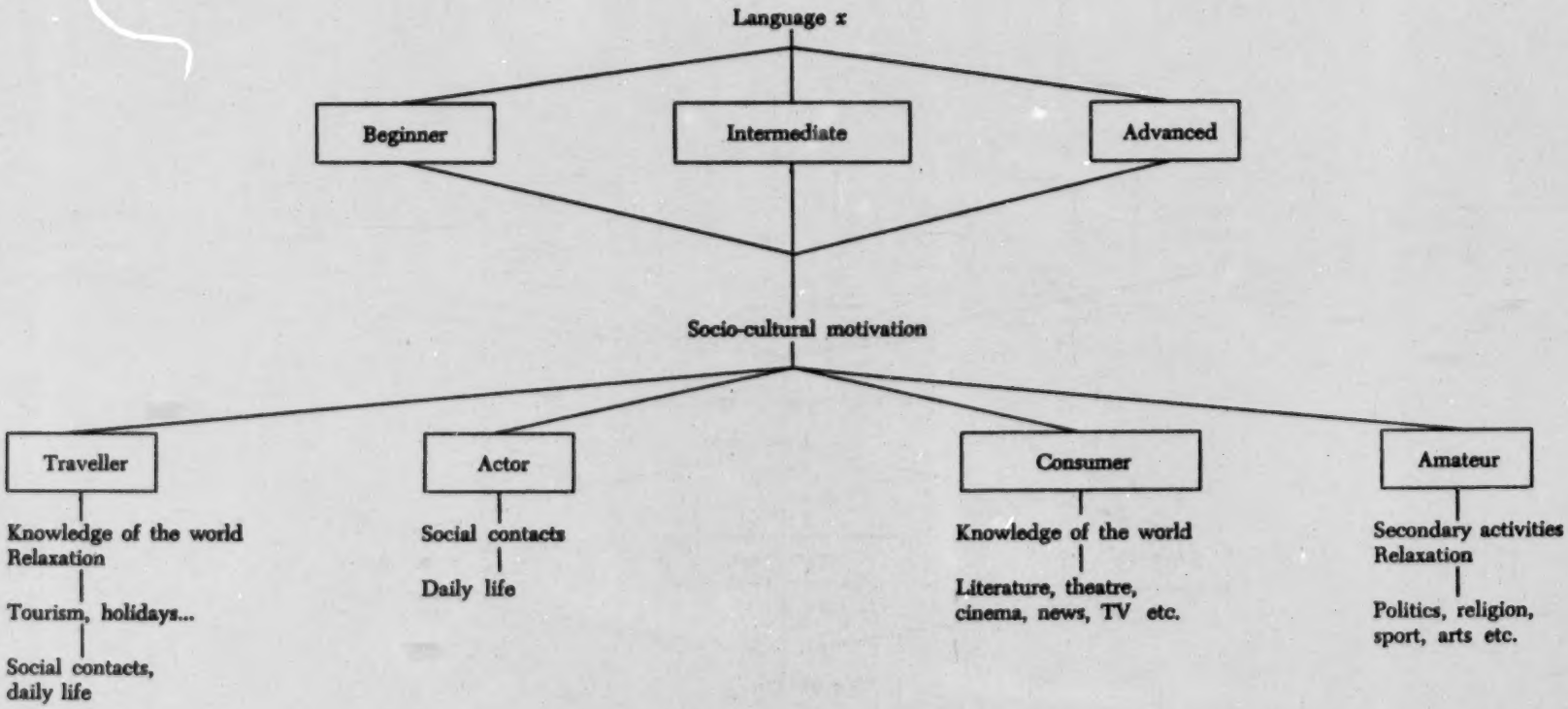
1.2.1. Do you use language *x* on your travels as a tourist or when on holiday ? (Traveller)
1.2.2. Do you use language *x* for the purposes of your everyday life and social contacts ? (Actor)
1.2.3. Do you use language *x* to participate in cultural activities such as reading books, attending lectures, going to the theatre etc. ? (Consumer)
1.2.4. Do you use language *x* for the purposes of a secondary activity, such as politics, sport, collecting etc. ? (Amateur)

1.3. - 1.7. cf. model

Types of adult in the socio-professional field



Types of adult in the socio-cultural field



2. Number

Generally speaking, do you use language *x* in groups and/or with isolated persons ?

3. Roles

3.1. Social roles (cf. model)

A few examples of interpersonal relations are set out below. State which three of them most commonly apply when you use language *x* :

3.1.1. Superior/subordinate
(Employer/workman, employee)
3.1.2. Colleague/colleague
3.1.4. Master/pupil
3.1.6. Buyer/seller
(Customer/salesman)
3.1.8. Stranger/stranger
3.1.9. Friend/friend
3.1.11. Husband/wife

B. *Time*

1. Time of day

At what time of day do you use language *x* most ?

1.1. In the morning
1.2. In the afternoon
1.3. In the evening
1.4. At any time of day

2. Duration

Can you give an approximate estimate of the average length of time, in hours or minutes, during which you use language *x* ?

2.1. *y* minutes or hours per day
2.2. *y* minutes or hours per week
2.3. *y* minutes or hours per month
2.4. too irregular for any estimate

3. Frequency

(*a*) Do you use language *x* in conversation with persons whom you do not know ?

3.2. occasionally
3.3. regularly
3.4. never

(*b*) Do you use language *x* in conversation with the same persons ?

3.2. occasionally
3.3. regularly
3.4. never

C. *Place* (cf. model)

1. Geographical location

1.1. Country (cf. Types of country)

(*a*) What is your country of origin ?

(*b*) What is your present country of residence ? Do you use language *x* in that country essentially for professional and/or non-professional purposes ?

(*c*) In what other countries do you also use language *x* when travelling ? For professional and/or non-professional purposes ?

2. Place (cf. model)

Where do you use language *x* ?

2.1. — occasionally
— regularly
— never

in outdoor places, for example :
2.1.2. street
2.1.7. countryside
2.1.11. building site

2.2. indoors

2.2.1. — occasionally
— regularly
— never

in private life, for example :
2.2.1.1. an apartment

2.2.2. — occasionally
— regularly
— never

in public life, for example :
2.2.2.1. shop
2.2.2.2. restaurant
2.2.2.7. station
2.2.2.10. government office

2.2.3. — occasionally
— regularly
— never

at work :
2.2.3.1. office
2.2.3.2. workshop

2.3. — occasionally
— regularly
— never

when travelling, for example :
2.3.1. by car
2.3.5. by air

3. Surroundings

In what surroundings do you most often use language *x* ?

3.1. family
3.2. friends
3.4. at work
3.7. on holiday

D & E. *Functions and objects* (cf. model)

Below are a few examples of the ways in which a language is used. State which three seem to you to correspond most closely to what you do when you use language *x* :

1. Supplying an item of information requested of you either in a sustained conversation or in a brief exchange or in writing.

2. Explaining or describing something (a fact, action or event).

3. Expounding ideas or opinions for purposes of persuasion.

5. Recounting or relating something (an event, fact or feeling).

6. Asking for something (an item of information or an object) in order to satisfy a need or desire.

9. Other possible modes of use.

F. *Means* (cf. model)

When you use language *x* :

1. Do you speak spontaneously and directly to one or more persons and do the latter speak to you spontaneously and directly ?
   - — occasionally
   - — regularly
   - — never

2. (*a*) Do you speak spontaneously to one or more listeners via a technical medium such as one of the following ?
   - 2.1. telephone
   - 2.2. radio
   - 2.3. television or video recorder
   - 2.4. tape recorder or dictaphone
     - — occasionally
     - — regularly
     - — never

   (*b*) Do you listen to one or more persons talking to you spontaneously via a technical medium such as one of the following ?
   - 2.1. telephone
   - 2.2. radio
   - 2.3. television or video recorder
   - 2.4. tape recorder or dictaphone
     - — occasionally
     - — regularly
     - — never

3. (*a*) Do you read or recite aloud written texts to be listened to direct ?
   - 3.1. talks, lectures
   - 3.2. theatre, recital
   - 3.3. reading aloud
     - — occasionally
     - — regularly
     - — never

   (*b*) Do you listen direct to one or more persons reading or reciting written texts ?
   - 3.1. talks, lectures
   - 3.2. theatre, recital
   - 3.3. reading aloud
     - — occasionally
     - — regularly
     - — never

4. (*a*) Do you read or recite written texts via a technical medium such as one of the following ?
   - 4.1. film
   - 4.2. television
   - 4.3. radio
   - 4.4. records
   - 4.5. magnetic tapes
     - — occasionally
     - — regularly
     - — never

   (*b*) Do you listen via a technical medium to one or more persons reading or reciting written texts ?
   - 4.1. film
   - 4.2. television
   - 4.3. radio
   - 4.4. records
   - 4.5. magnetic tapes
     - — occasionally
     - — regularly
     - — never

5. (*a*) Do you write
   - 5.1. newspapers or magazine articles
   - 5.2. letters
   - 5.3. reports
   - 5.4. books ?
     - — occasionally
     - — regularly
     - — never

   (*b*) Do you read
   - 5.1. newspaper or magazine articles
   - 5.2. letters
   - 5.3. reports
   - 5.4. books ?
     - — occasionally
     - — regularly
     - — never

9. *Analytical sheets*

9.1. The sheets serve to define the language needs of a person or type of person, on the basis of an analysis either of the information gathered from a questionnaire or of a content (i.e. of the use actually made of the language by persons belonging to an identical or similar group) which is observed, recorded, or written.

9.2. It must be remembered that the definition of language needs is only one stage in the design and creation of a learning unit. At this stage we are not concerned with choosing or deciding what is to be learnt or taught, but only with noting a language reality which will have to be translated into the corresponding language acts and learning acts.

9.3. One final reminder, too, that the value of the definition of needs and the use which will be made of it depend on the analytical scale chosen. The more general and overall the approach, the more unforeseeable and therefore indefinable the needs will be, and the vaguer and more general the terms in which they will be expressed. It is important, in every analysis, to know precisely what information is necessary for the translation of needs into acts. This is why the model proposed here is an integral whole and must be applied in full if it is to have any real, practical effect.

9.4. The few sheets which follow must therefore be regarded, on the one hand, as stages in a general planning process, and on the other, as hypothetical examples of analysis and definition of needs ; they are given for the purposes of illustration and are necessarily incomplete.

9.5. It is tempting to define various types of needs straightaway. However, we consider that this would be premature at the present stage and should be the subject of another study, based on an analysis of a representative series of actual cases. We are convinced that it must be possible to arrive at a typology of language needs from such an analysis.

9.6. It is however possible, even at this early stage, to distinguish three main categories of needs :

9.6.1. Needs connected with behaviour, defined on the basis of an analysis of the "Agents" and "Time" categories. We are not concerned here of course with a person's general behaviour, but with behaviour which is conditioned by the use of language in a given situation. This aspect of learning, which is closely bound up with the problem of language levels, is largely overlooked in present teaching, but opens up most rewarding possibilities.

9.6.2. Needs connected with the linguistic content proper (vocabulary and syntax), defined on the basis of the "Place", "Functions" and "Objects" categories, which raise the problem of progression and the choice of language acts, to be learned in a very different way from the usual, purely linguistic approach.

9.6.3. Needs connected with the exploitation, utilisation and production of the content, defined on the basis of the "Means" category. Here too, greater variety could be envisaged in teaching.

9.7. In using these sheets, reference should be made to the analytical elements in the model, which will be selected, supplemented and modified as required.

Forecast	Analysis overall/occupational
Partly foreseeable objective needs	French-speaking employee in a travel agency English in a French-speaking country

Category	Elements	Needs
Agents **A.**	1.1.4. Clerical worker 1.1.10. Travel agency 1.5. Female 3.1.6. Buyer/seller 3.1.7. Asker/giver 3.2.1. Respect 3.2.6. Sympathy 3.2.8. Neutrality 3.2.15 Politeness 3.3.3. 1 speaker/addressee + 1 addressee/speaker 3.3.5. 1 speaker/addressee + X addressees/speakers	— have a sympathetic, respectful, polite manner towards customers
Time **B.**	1.4. All day 2.1. 4-5 hours per day 3.1. First time 3.2. Occasionally 3.3. Regularly	— be at ease with people when meeting them for the first time
Place **C.**	1.1. Switzerland 1.2. French Switzerland 1.3. Geneva 2.3.3. Office 3. Professional 4. Office noise	— have a vocabulary appropriate to travel from Geneva
Functions **D.**	1. Expression/exchange 2. Description/explanation 3. Argumentation/persuasion 6. Request/order 8. Translation/interpretation	— be able to use lexical and syntactic groups appropriate to these functions and objects, in a manner befitting an employee in a travel agency
Objects **E.**	1. Information/notification 4. Idea/opinion 6. Contact/relation 7. Animate/inanimate	— be able to write letters, fill in forms, take notes — understand and pronounce with ease
Means **F.**	1. Spontaneous speech/direct listening 2. Spontaneous speech/indirect listening 5. Writing/reading	— know the language proper to telephoning — be able to read prospectuses, catalogues and correspondence

Forecast Partly foreseeable objective needs	**Analysis** overall/occupational Italian-speaking waiter French in a French-speaking country

Category	Elements	Needs
Agents **A.**	1.1.1. Employee 1.1.10. Paris café (no food served) 1.5. Male 3.1.1. Superior/subordinate 3.1.2. Colleague/colleague 3.1.6. Buyer/seller 3.1.8. Stranger/stranger 3.1.9. Friend/friend 3.2.1. Respect 3.2.2. Obedience 3.2.5. Complicity 3.2.6. Sympathy 3.2.8. Neutrality 3.3.3. 1 speaker/addressee + 1 addressee + 1 speaker 3.3.5. 1 speaker/addressee + X addressees/speakers 3.3.7. X speakers/addressees + 1 addressee/speaker 3.3.9. X speakers/addressees + X addresses/speakers	— have a sympathetic, respectful, polite manner towards customers — have a friendly manner with colleagues or regular customers
Time **B.**	1.5. Both during the day and in the evening 2.5. Throughout working hours 3.1. First time 3.2. Occasionally 3.3. Regularly 4.2. Anything which may happen in the café or in the street outside	— be at ease with people when meeting them for the first time — be impervious to noise and fatigue
Place **C.**	1.1. France 1.3. Paris 2.1.4. Terrace 2.2.2.2. Café 3.2. Friends 3.3. Acquaintances 3.4. Professional 3.9. Miscellaneous 4. Café and street noise	— have a vocabulary appropriate to café and everyday life
Functions **D.**	1. Expression/exchange 6. Request/order	— be able to use lexical and syntactic groups appropriate to these functions and objects, in a manner befitting a waiter
Objects **E.**	1. Information/notification 6. Contact/relation 7. Animate/inanimate	
Means **F.**	1. Spontaneous speech/direct listening 5. Writing/reading	— have a very good comprehension — be able to read price lists or simple instructions

Forecast Partially foreseeable objective needs	Analysis overall/non-occupational English-speaking holidaymaker on holiday in Italy Italian in an Italian-speaking country

Category	Elements	Needs
Agents A.	1.2.1. Traveller/tourist 1.3. 40 years 1.4. Bournemouth 1.5. Male 1.6. Married 3.1.6. Buyer/seller 3.1.7. Asker/giver 3.1.8. Stranger/stranger 3.2.5. Complicity 3.2.6. Sympathy 3.2.8. Neutrality 3.3.3. 1 speaker/addressee + 1 addressee/speaker 3.3.5. 1 speaker/addressee + X addressees/speakers	— not to feel awkward when having to address strangers in a language one does not know well, or when strangers address one in that language
Time B.	1.5. Both during the day and in the evening 2.4. Impossible to estimate 3.1. First time	
Place C.	1.1. Italy 1.3. Viareggio 2.1.1. Square 2.1.2. Street 2.1.3. Park 2.1.4. Terrace 2.1.6. Beach 2.1.10. Sea 2.2.2.1. Shop 2.2.2.2. Restaurant 2.2.2.3. Hotel 2.2.2.7. Station 2.3.2. Bus 2.3.3. Train 3.7. Holidays	— have a vocabulary appropriate to everyday situations on holiday
Functions D.	1. Expression/exchange 2. Description/explanation 4. Designation/statement 6. Request/order	— be able to use the minimum lexical and syntactic groups appropriate to these functions and objects, in everyday situations on holiday
Objects E.	1. Information/notification 6. Contact/relation 7. Animate/inanimate	— be able to make oneself understood and understand a little — be able to read simple instructions
Means F.	1. Spontaneous speech/direct listening 5. Writing/reading 6. Gesture/mime	

Forecast	Analysis specific/occupational
Fully foreseeable needs	Spanish-speaking engineer Reading of Russian in a Spanish-speaking country

Category	Elements	Needs
Agents A.	1.1.6. Executive 1.1.11. Nuclear science 1.4. Madrid 2.1. 1	
Time B.	1.4. Both during the day and in the evening 2. A few hours each month 3.2. Occasionally	
Place C.	1.1. Spain 1.3. Madrid 2.2.1.1. Apartment 2.2.2.1. Office 2.3.3. Train 2.3.5. Aeroplane 3.4. Professional	— have a vocabulary proper to nuclear science
Functions D.	2. Description/explanation 3. Argumentation/persuasion	— understand the lexical and syntactic groups appropriate to these functions and objects, in the field of nuclear science
Objects E.	1. Information/notification 4. Idea/opinion 5. Action/fact 7. Animate/inanimate	
Means F.	5. Writing/reading	— be able to read articles, reports and books dealing with nuclear science

Forecast	Analysis specific/non-occupational
Partially foreseeable needs	Turkish migrant worker German in a German-speaking country

Category	Elements	Needs
Agents A.	1.1.3. Migrant worker 1.2.4. Football 1.4. Munich 2.4. 6-12 3.1.2. Colleague/colleague 3.2.5. Complicity 3.3.9. X speakers/addressees + X addressees/speakers	— be able to play football with a German amateur team — have a friendly manner towards colleagues
Time B.	1.2. Late afternoon 1.3. Evening 2. 3-4 hours per week 3.3. Regularly	
Place C.	1.1. Federal Republic of Germany 1.2. Bavaria 1.3. Munich 2.1.5. Sports field 3.5. Other activities : football	— have a vocabulary proper to football
Functions D.	1. Expression/exchange 2. Description/explanation 3. Request/order	— be able to use lexical and syntactic groups appropriate to these functions and objects as they pertain to football
Objects E.	1. Information/notification 5. Action/fact 6. Contact/relation 7. Animate/inanimate	
Means F.	1. Spontaneous speech/direct listening	— understand explanations, orders and advice — where necessary, give same

References

We have not thought it necessary to give a full list of the works read or consulted in the preparation of this working paper. For the most part they are sufficiently well known.

On the other hand, it may be helpful for those wishing to adapt our model directly to specific practical applications to be able to refer to a few studies.

1. *General problems of permanent education and learning units in general*

   1.1. Fundamentals for an integrated educational policy
   Studies on Permanent Education No. 21/1971
   Strasbourg — Council of Europe — October 1971

2. *Definition of language needs*

   2.1. Goal analysis, content definition and evaluation in modern languages at the university level
   Skepparholmen Symposium, 19-24 October 1970
   Working papers
   Strasbourg — CCC/ESR/LV (71) 19

   Especially :

   2.1.1. Lindell, E.
   The analysis of language needs in society (pp. 9-19)

   2.1.2. Rasmussen, J.
   Analysis of professional duties and planning of curricula for studies in the language of specialisms (pp. 20-23)

   2.2. English Language Teaching Development Unit (Oxford University Press)
   English for Business
   I Research and Preliminary Planning Report
   Prepared for English by Radio and Television (BBC)
   Colchester, Essex — ELTDU — BBC — 1970

3. *Definition of content*

   3.1. Goal analysis, content definition and evaluation in modern languages at the university level
   Skepparholmen Symposium, 19-24 October 1970
   Strasbourg — CCC/ESR/LV (71) 18

   Especially :

   3.1.1. Topic 2 : Definition of language content
   Report of the French Language Working Group
   (pp. 14-23)

   3.2. English Language Teaching Development Unit (Oxford University Press)
   English for Business
   II Draft Syllabus
   Prepared for English by Radio and Television (BBC)
   Colchester — ELTDU — BBC — 1970

   3.3. Linguistic content, means of evaluation and their interaction in the teaching and learning of modern languages in adult education
   Rüschlikon Symposium, 3-7 May 1971
   Booklet : *Modern Language Learning in Adult Education*
   Strasbourg — CCC/EES (71) 135

Especially :

3.3.1. Trim, J.L.M.
Towards a situational definition of language content — a schematic inventory of language roles, activities and uses
(pp. 51-56, Appendix II)

3.4. Wilkins, D.A.
The common core in a situational language syllabus

3.5. van Ek, J.A.
Analysis of the problems involved in defining, in operational terms, a basic competence level (or threshold level) in foreign language learning by adults

4. *Types of adults*

4.1. Richterich, R.
Analytical classification of the categories of adults needing to learn foreign languages

4.2. Vincens, J.
Job classification and common trunk training courses
Strasbourg — CCC/EES (71) 126

5. *Questionnaire*

5.1. Niethammer-Stott, A.M.J.
Research Tasks for Language Teaching
Questionnaire for Students
The Hague, Folia Linguistica,
Acta Societatis Linguisticae Europaeae, Mouton,
Tomus IV, 3/4 — 1971, pp. 393-417,
especially pp. 409-417

5.2. Initiation into modern languages
Textbooks and material specially intended for adult education
Working party report
Strasbourg — CCC/EES (67) 34

ANALYTICAL CLASSIFICATION OF THE CATEGORIES OF ADULT NEEDING TO LEARN FOREIGN LANGUAGES

This study was first published as a working paper in April 1971.

1. *Aims and methods*

1.1. Any classification is essentially an attempt to simplify a particular field of a complex area of knowledge for the purpose of understanding it better. Such simplification is to some extent a betrayal. Furthermore, the choice of criteria to be used in compiling a classification is always open to debate. Consequently, it is essential to consider documents of this kind as instruments or tools which, although by no means perfect, make it very much easier to understand the complexity of certain phenomena.

1.2. Our attempted classification will certainly be no exception to this rule. The purpose of this "analytical classification of categories of adult needing to learn foreign languages" is to provide a starting-point for a description of linguistic situations. Thus it is not a sociological analysis based on a scientific investigation of the reasons why adults need to learn modern languages. An investigation of that kind would certainly be necessary, but we are neither qualified nor equipped to undertake it ; and time is short.

1.3. We prefer to look upon our classification as a working hypothesis designed to clear the ground for future research, although it will, of course, have to be confirmed or invalidated by further studies conducted according to the methods and techniques of sociology.

1.4. We are therefore bound to remain in the sphere of hypotheses because, although studies of the needs of certain categories of person have been conducted on many occasions with a view to designing ad hoc courses, their scope is always limited and no composite work has yet, to our knowledge, been produced. We are therefore obliged to start from limited data and to build up a theoretical classification to serve as a basis for practical work in the future.

1.5. In order to provide our attempted classification with a framework, we propose to mention some of the characteristics of the adult learning a modern language and of the society in which he lives. These characteristics will enable us to define our criteria of selection more accurately, as well as the specific data of each category included in our classification.

2. *The adult student*

2.1. Taking a long-term view, one can foresee the time when the learning of one or more modern languages by an adult will no longer give rise to the problems we know at present. This is because world development is likely to have two effects on the teaching of modern languages :

— if education becomes genuinely permanent, there will be no more adults requiring training outside the school, since education will be organised on a functional basis from early youth through to old age. In this way everyone will find, within the framework of his current occupation and at each stage of his life, opportunities for the kind of training he requires. Moreover, it is highly probable that a start will be made with learning one or two modern languages as early as the kindergarten, with the result that all adults will have a certain amount of language knowledge ;

— the moves towards centralisation and uniformisation which are affecting all human activity and will become more itensified in the future, will reduce the number of languages of world-wide communication to one, two or three, and relegate all the others to the status of dialects, Teaching will then be able to concentrate from the start on one or two languages only, since these will be the same for everyone the world over.

2.2. But since functional, recurrent education and the development of world languages cannot be expected to occur overnight, we must use present-day data as a basis for planning the short-term future.

2.3. The term "adult student" refers to any person who has completed his compulsory schooling and who wishes to learn a modern language in addition to his normal occupation. It makes no difference whether that instruction is given in the framework of a course of vocational training or further training, whether it is given in intensive courses during which the adult leaves his occupation for the time being to devote himself wholly to learning the language, or in extensive courses, that is to say in parallel with other occupations, whether abroad or at home : the essential feature for our definition of the adult student is that a language is learnt in addition to professional or other occupations.

2.4. The reasons that an adult may have for wishing to learn a modern language fall into two major categories :

— socio-professional : the adult considers that the knowledge of one or more foreign languages will qualify him better to practise his profession or enable him to alter his social status ;

— socio-cultural : there can be no doubt that a knowledge of languages is, rightly or wrongly, an integral part of what is known as the person's "culture". One often hears it said, "So-and-so is very intelligent and cultured—he knows five languages". Interest, intellectual curiosity or ambition (but also social necessity) are what makes an adult wish to learn one or more modern languages so as to be or appear to be more cultured, or to achieve a certain status in society.

These two categories of reasons very often overlap, and both originate in the same need : to bring out the personality and allow it to develop in a society in which social status is acquired, and can be improved, by individual effort.

2.5. Without going into details, we think it important to draw attention to certain characteristics of the adult who learns a foreign language ; they are characteristics which can, obviously, vary between one individual and another according to age, motivation, IQ and standard of education.

2.5.1. Generally speaking, the adult has little time to devote to learning a modern language. If he follows an extensive course, he has few hours a week at his disposal ; if he has the opportunity and the good fortune to take an intensive course, the number of weeks he can devote to it is limited.

2.5.2. Because of this lack of time, the adult student wishes to learn quickly and to have immediate, visible evidence of his progress.

2.5.3. He tends to think that learning a language means learning lists of words, grammatical rules and conjugations parrot-fashion ; in his desire for tangible results, he confuses the acquisition of knowledge with its practical application and the change of attitudes, for which it is obviously more difficult to produce concrete evidence.

2.5.4. The student's motivation, whatever it is, and whether vague or precise, is generally very strong at the beginning of the course. In most cases, it is the adult student himself who decides to learn a language. Unfortunately, for reasons which we cannot go into here, his motivation becomes weaker and weaker, and this inevitably has an adverse effect on learning conditions.

2.5.5. Interferences between the mother tongue or another known language and the language being learned are very difficult to eliminate. Comparison with what he already knows has become a conditioned reflex, and the adult student cannot help translating. The older the student, the more difficult it becomes to teach him to listen to sounds and repeat them.

2.5.6. An adult who stopped studying very early or who has not studied for a long time experiences great difficulty in learning. His intellectual and mental capacity, his memory and ability to concentrate, often fail him, with the result that he cannot derive full benefit from the teaching aids at his disposal.

2.5.7. In many cases, the adult student sits down to learn a foreign language at a time when he is physically or mentally tired after the professional worries of his working day.

2.5.8. Whatever his age, social status or cultural level, the adult in a group-learning situation behaves in a similar manner to a schoolboy : he totally accepts the authority of the teacher, places blind trust in his knowledge, complies with the teaching system and needs to be given a feeling of security.

2.6.9. The adult student is afraid of being judged by the group and hates to display his ignorance. He wants to know a foreign language before practising it. Hence his fear of making mistakes and his reticence when it comes to speaking.

2.6. Obviously, it is always presumptuous to stick labels on categories of persons as we have done. Each individual is different, obeys personal motivations and conducts his physical, intellectual and sentimental life according to a rhythm of his own. Individual characteristics play a decisive part in all stages of learning, and it is clearly one of the teacher's main tasks to allow for this. Generalisations are, however, sometimes useful in so far as they provide an overall knowledge of complex phenomena.

3. *Society*

3.1. We certainly do not propose to make a sociological analysis of our technological society ; we merely wish to recall certain characteristics which may have an influence on the present and future needs of adults where modern languages are concerned.

3.1.1. The technological economy which governs our society is a production economy. It is international by nature and founded on a vast trade network.

3.1.2. A characteristic of society as a whole is professional specialisation. It is conceivable that the majority of the working population will soon be employed in the service industries as a result of extensive schooling and progress in automation. In these circumstances it is permissible to wonder whether there is not a danger of certain categories of persons becoming "over-qualified" and therefore unable to find employment compatible with their training.

3.1.3. Economic prosperity creates new needs, such as cars, television sets and travel. New intellectual, aesthetic and spiritual needs begin to be felt.

3.1.4. In the technological society, one person must assume several roles. This leads to fragmentation of the personality.

3.1.5. A person's social status is acquired by his activity in society. If he has the will and the ability he can always improve his status.

3.1.6. The world of work is extremely diversified but it is also organised in the form of a hierarchy. The numerous occupations in a technological society are all judged according to the prestige they confer.

3.1.7. In a technological society, education is considered as the right of every person and even as a debt to every person.

3.1.8. The production economy gives rise to the civilisation of leisure and the consumer society is largely concerned with consumption for leisure.

3.1.9. Lastly, as a result of the mass media, regional and national cultures have become as interdependent as the national economies.

3.2. This brief summary of some of the characteristics of our society (not the only ones by any means) shows us just how numerous and powerful are the factors which, more and more, are going to incite the members of the technological society to learn modern languages, whether it be for the satisfaction of socio-professional needs or for socio-cultural reasons. In a world dominated by the economic and cultural interdependence of all countries, by education, professional specialisation and leisure, the knowledge of one or more foreign languages will soon be an absolute necessity, if it is not so already.

3.3. It should not be thought that our brief list of characteristics of the adult student and of our society is in any way an analysis of permanent education in the present or future world. We have simply used it to fix one or two landmarks for our classification. The existing studies on the problem, in particular those published by the Council of Europe, are sufficiently numerous and elaborate for us to assume that their arguments and conclusions are known and that there is no need to mention them here.

4. *Criteria*

4.1. Our entire classification is made in terms of our definition of the adult student, that is to say, any person who has completed his compulsory schooling and wishes to learn a modern language in addition to his normal occupations.

4.2. The reasons why adults need to learn modern languages are classified under two main headings :

A. Socio-professional (SP),

B. Socio-cultural (SC).

4.3. With regard to the first category, which is the largest, our classification of occupations is based on the *International Standard Classification of Occupations* of the International Labour Office, revised edition 1968 (Geneva, ILO, 1969), and the "International Standard Industrial Classification of all Economic Activities" of the United Nations Department of Economic and Social Affairs, Statistical Section (*Statistical papers*, series M, No. 4, rev. 2, 1969).

These two classifications have been freely adapted to our needs.

4.4. We have not taken all the minor and unit groups from the ILO classification but have made a selection according to the need to learn modern languages. For example, it will be seen that the major group of workers and labourers, which includes several hundred sub-headings, is of little interest to us, and that the need to learn languages is a phenomenon typical of our technological society since it occurs mainly in the tertiary sector.

4.5. The occupations will be divided into main categories, minor categories and unit categories. To avoid overloading our classification we have attempted to restrict it to minor categories and to mention unit categories only when really relevant to our purpose.

4.6. The minor categories and unit categories will be discussed with reference to four criteria showing the extent to which adults need to

— understand
— speak
— read
— write

a foreign language.

4.7. It should be said immediately, and with emphasis, that the classification is not an analysis of the needs and objectives of training within each occupation. The data we give are only hypothetical landmarks, to be confirmed or invalidated by more thorough analytical studies.

4.8. Each entry concerning the four above criteria will be followed by a symbol to indicate its degree of importance with regard to the use of a foreign language for professional purposes :

\+ very important
o important
— less important

4.9. There is no limit to the number and variety of needs and individual situations. In a classification such as this one we can only give examples, and these may well appear schematic to the point of caricature. A complete survey would be practically impossible as so many factors would have to be taken into account. For this reason we have had to select a working hypothesis ; we have assumed that each category, minor category or unit category mentioned has no knowledge of language *x* which has become one of the essential languages of communication ; for one reason or another, the persons in question need to know that language for their socio-professional occupations and have decided to learn it ; we therefore deliberately avoid any reference to the importance of any particular language for any particular profession, or to the standards of knowledge and ability that any particular occupation would demand.

4.10. With regard to the other major classification (socio-cultural) we have arrived at the conclusion that all adults may, at any given time in their lives or in a given situation, need to learn a language. For example a doctor, a cabinet-maker, a secretary or a housewife may very well consider that a knowledge of language *x* is indispensable for them for reasons which have nothing to do with their occupations : for example they may wish to take a holiday abroad, read foreign authors in the original, or marry a person whose mother tongue is *x*.

4.11. It is therefore impossible to classify persons in terms of their socio-cultural needs, because all may experience at a particular time or in a particular situation any one of those needs ; moreover, their needs may be infinitely varied. We shall nevertheless attempt to draw up a table from which it would be possible to discover the major categories of socio-cultural reasons which a person may have for learning language *x*, irrespective of his occupation, social status, age or sex.

4.12. To summarise :

— two major classifications : socio-professional and socio-cultural.

Socio-professional classification :

— professions classified in major categories, minor categories and unit categories ;
— minor categories and unit categories include brief comments on the need to
  — understand
  — read
  — write
  — speak ;
— the comments are followed by the symbols + o — showing the degree of importance.

Socio-cultural classification :

— table showing the categories of socio-cultural reasons which an adult may have for learning a language.

5. *The unit/credit system and situations of utterance*

5.1. It would be useful to recall briefly certain features of the unit/credit system of permanent education : the following information is taken from an article published in *Newsletter* 1/70, Council of Europe, Documentation Centre for Education in Europe, pp. 5-7, entitled "Système de crédits et de points". (Extracts taken from : *Éducation permanente*, No. 3/1969, pp. 28-53.)

5.1.1. *"A credit system—for what purpose ?*

— *to give every individual, throughout his life, the opportunity to develop his abilities, to maintain or increase his real potential for qualification and to avoid professional obsolescence ;*
— *to promote technico-professional mobility (horizontal mobility) and socio-professional mobility (vertical mobility) ;*
— *to contribute to progress in teaching methods."*

5.1.2. Principles of the credit system

A distinction must be drawn here between two stages :

Stage 1 : definition of the "unit of work".

Stage 2 : synthetic combination of these units to form "aggregates", or progression leading to recognition of a given standard of proficiency.

5.1.3. *Units of work*

A unit of work is a coherent set of attainments (theoretical and practical) and experience giving proof of proficiency at a given level.

After mastering the content of this unit, the student acquires a certain credit rating which is paid into a *"training account"* which may take the form of an individual pass-book...

5.1.4. *The constitution of aggregates*

An aggregate is a collection of units of different kinds leading up to a diploma or the equivalent. Three "axes" of progress are proposed.

A professional or specialised axis which combines the various units directly centred on the determining profession that is chosen (it may be engineering or teaching, for example) and corresponds to a given standard.

A general axis combines the units considered necessary for the proper utilisation of what is learned on the first axis. Thus, in the case of an electronics engineer's certificate, axis No. 1 would consist of units of electricity, electronics, mathematics etc. and axis No. 2 would consist of oral expression, socio-economic information, languages etc.

Thirdly, a *development axis* comprises work not directly connected with the profession but aimed to develop the individual's personality. Using the same example of the electronics engineer's certificate, these would be "cultural" units or a second language. By working on these three axes, the student acquires a certain capital of points which entitles him to the "diploma" corresponding to this standard as soon as the three minimum requirements are satisfied.

5.2. The concept of situations of utterance is very difficult to describe since it involves innumerable factors. Two definitions will suffice.

5.2.1. "By situation, on the other hand, we will understand the sum of those extra-linguistic elements that are present in the minds of speakers or in external physical reality at the moment of communication and can be said to play a part in determining the form or the function of the linguistic elements." (F. François, "Contexte et situation", from *Linguistique. Guide alphabétique*, Paris, Denoël, 1969, p. 65.)

5.2.2. "Every (spoken) utterance occurs in a particular spatio-temporal situation which includes the speaker and hearer, the actions they are performing at the time and various external objects and events." (J. Lyons, *Introduction to Theoretical Linguistics*, Cambridge, 1969, p. 413.)

5.2.3. These two quotations show clearly the complexity of the concept of situation of utterance, which must not be reduced, as it all too often is, to a mere description of physical surroundings or décor (for example, "in a hotel", "in a restaurant", "at the airport" or "in the office").

5.2.4. It must be constantly borne in mind that while the utterance is a means of communication, its main purpose is to produce results. Bertrand Russell says that if someone goes into a restaurant and orders dinner, he does not want his words to join other words in forming a system, but simply wants someone to put food on the table.

5.2.5. The result of the action produced by the utterance may be purely psychological and difficult to observe (argument, explanation, remonstrance etc.) or physical and concrete (obtaining food, carrying out an order etc.).

5.2.6. "A pattern for describing situations should therefore allow both for those extra-linguistic elements which actualise one or more words, and for those conditions which transform one situation into another." (R. Richterich and H. Marchl, "The concept of 'situation' in the teaching of modern languages", CCC/EES (70) 99, p. 4.)

5.3. If the teaching of modern languages were integrated in a unit/credit system of permanent education, it is possible to conceive of the situations of utterance used as starting-points for learning linguistic phenomena, being modelled on the contents of the units of work as described above. Instead of inventing situations artificially, it should be possible to create units of work in the foreign language, on the same lines as those existing for training in a particular discipline.

5.4. Language learning would then cease to become a process of repeating and writing useless sentences and would become a process of acquiring a new aid to action, similar to the mother tongue.

5.5. The difficulties involved in creating such a system are great, but not insurmountable, provided that the work is done in multidisciplinary teams comprising linguists, sociologists, psycho-linguists and teachers.

Socio-professional classification

Major category 0/1

Scientific, technical, professional and related workers

Minor category 0-1 :	Physicists, chemists, biologists, agronomists and related technicians.
Comments	Workers in this minor category are generally highly specialised in a particular branch of the above-mentioned sciences. They carry out pure and applied research and develop practical applications for scientific findings.
Understanding	— Participation in congresses, seminars, symposia etc. Will be required to understand a specialised language. (—)
Speaking	— Participation in congresses, seminars, symposia etc. Will be required to communicate with colleagues. Need for a language of everyday communication in addition to a specialised language. (—)
Reading	— Will be required to read papers, articles and reports dealing with problems connected with the sciences concerned. Need for a specialised vocabulary. (+)
Writing	— Will be required to write articles, papers or letters on subjects associated with the sciences concerned. Need for a specialised language. (—)

Major category	0/1

Minor category 0-2 :	Architects, engineers and related technicians.
Comments	The occupations of persons in this minor category are very varied : design of buildings, preparation of drawings and construction supervision ; preparation of drawings for the development of urban areas ; design of civil engineering structures and preparation of drawings ; development of facilities and equipment in various fields ; technical supervision of such facilities and equipment. Architects and engineers often hold administrative, managerial or teaching posts or work as technical sales engineers.
Understanding	— Must be able to take part in discussions and negotiations at international level. — May be required to supervise construction projects in a foreign country. Will be required to understand a language of everyday communication in addition to a specialised language. (o)
Speaking	— See above. Will be required to negotiate, hold an everyday conversation, give orders and explanations. (o)
Reading	— Will be required to read papers, articles, reports, drawings, schedules and contracts associated with the field of activity concerned. Need for a specialised vocabulary. (o)
Writing	— Will be required to prepare drafts, reports, schedules, and letters. Need for a specialised language. (o)

Major category	0/1

Minor category 0-3 :	Pilots, deck officers and engineer officers (ship and air).
Comments	All persons in this minor category will certainly have learnt one or more foreign languages during their vocational training or while practising their profession. It can nevertheless be assumed that, with technical developments and international communications, they will be required to learn a foreign language X.
Understanding	— Will be required to understand information and instructions given in a highly specialised language resembling a private code. (+)
Speaking	— Will be required to give instructions, information and orders in a highly specialised language resembling a private code. (+)
Reading	— Will be required to read written information and instructions in a highly specialised language resembling a private code. (+)
Writing	— May be required to enter data in a log-book in a highly specialised language with fairly simple syntax. (o)

Major category	0/1
Minor category 0-4 :	Doctors, dentists, veterinarians and related workers.
Comments	Persons in this minor category are frequently called upon to attend practical training courses in foreign countries.
Understanding	— Participation in congresses, seminars, symposia etc. Will be required to understand a specialised language. (—) — Practical training courses : will be required to understand a language of everyday communication in addition to a specialised language. (+)
Speaking	— Participation in congresses, seminars, symposia etc. Will be required to communicate with colleagues. Language of everyday communication in addition to a specialised language. (—) — Practical training course : will be required to speak a language of everyday communication and a specialised language. (+)
Reading	— Will be required to read papers, articles and reports dealing with problems relating to the fields concerned. Need for a specialised vocabulary. (+)
Writing	— May be required to write reports, diagnoses and prescriptions. Need for a specialised language. (—)

Major category	0/1
Minor category 0-5 :	Statisticians, mathematicians, systems analysts and related workers.
Comments	The occupations of workers in this minor category are likely to be extremely varied, ranging from fundamental research to practical analysis and application of mathematics in the fields of administration and data processing.
Understanding	— May be required to undertake statistics, surveys and systems analyses at international level. Need for a language of everyday communication in addition to a specialised language. (o)
Speaking	— See above. Need for a language of everyday communication in addition to a specialised language. (o)
Reading	— Will be required to read papers, articles, reports and schedules dealing with problems in connection with the fields concerned. (+)
Writing	— May be required to draft reports, schedules or investigations. Need for a specialised language. (o)

Major category	0/1

Minor category 0-6 :	Economists.
Comments	Persons in this minor category carry out research and develop practical applications for the purpose of improving the conditions of production, sale and exchange of goods and services. International economic interdependence being a characteristic of the modern world, their activities will obviously be conducted more and more at international level.
Understanding	— May be called upon to act as advisers or consultants or to carry out market research at international level. Will be required to understand a language of everyday communication in addition to a specialised language. (o)
Speaking	— See above. Will be required to speak a language of everyday communication in addition to a specialised language. (o)
Reading	— Will be required to read papers, articles and reports dealing with problems relating to the fields concerned. Need for a specialised vocabulary. (+)
Writing	— May be required to write reports. Need for a specialised language. (o)

Major category	0/1

Minor category 0-7 :	Jurists.
Comments	Persons in this minor category plead the case of clients, pronounce judgments, give opinions on legal questions etc. They are called upon more and more to conduct their activities at international level.
Understanding	— May have to take up a case abroad or a case involving different countries. — May be called upon to act as advisers in a foreign country. Will be required to understand a language of everyday communication in addition to a specialised language. (o)
Speaking	— See above. Will be required to speak a language of everyday communication in addition to a specialised language. (o)
Reading	— Will be required to read documentary information relating to the legal problems concerned. Need for a specialised language. (+)
Writing	— May be required to write reports or other documents on the legal problems concerned. Need for a specialised language. (o)

Major category	0/1
Minor category 0-8 :	Teachers.
Unit category 0-81 :	University teachers and teachers in establishments of higher education.
Comments	Teachers in this unit category are generally specialists in particular fields. They conduct classes, deliver lectures, direct the work of students and do research.
Understanding	— Participation in congresses, seminars, symposia and lecture tours. Will be required to understand a specialised language. (—)
Speaking	— See above. Will be required to communicate with colleagues, using a specialised language and a language of everyday communication. (—)
Reading	— Will be required to read papers, articles and reports in connection with problems relating to the disciplines concerned. Need for a specialised vocabulary. (+)
Writing	— May be required to write articles, papers or letters. Need for a specialised language. (—)

Major category	0/1
Minor category 0-8 :	
Unit category 0-82 :	Foreign-language teachers in establishments of primary and secondary education or other establishments.
Comments	This unit category is mentioned here for the record, although it falls outside the scope of our classification. It includes teachers who conduct classes in foreign languages other than their mother tongue and who need to remain in direct, regular contact with the language they teach and the culture associated with it. They must, of course, master fully the four aptitudes, hence the need for permanent training and further training, in particular in phonetics, and also in natural, everyday conversation.

Major category	0/1
Minor category 0-9 :	Clergy and related workers.
Comments	Persons in this minor category may be sent as missionaries to propagate a religious doctrine.
Understanding	— Will be required to understand a language of everyday communication. (o)
Speaking	— Will be required to master a language of everyday communication and a fairly specialised language. (+)
Reading	— Will be required to read specialised papers as well as all other kinds of written document. (o)
Writing	— May be required to write reports, articles or sermons. Need for a language of everyday communication and a specialised language. (—)

Major category	0/1

Minor category 1-1 :	Authors, journalists and related writers.
Comments	Persons in this minor category, whether authors, critics, journalists, editors, (various specialised fields) or publishers, carry on their activities increasingly at international level. Although their professions seldom require them to write or speak a foreign language, they must be able to understand and read it for the process of reporting on artistic events, publishing or translating books, or gathering information.
Understanding	— Will be required to understand a language of everyday communication and a language of artistic expression or a specialised language. (+)
Speaking	— May be required to communicate in a foreign language with colleagues to discuss business or argue a case. (—)
Reading	— Will be required to read any document written in a literary language or specialised language, and to understand all shades of meaning. (+)
Writing	— May be required to write letters. — Need for a language of everyday communication. (—)

Major category	0/1

Minor category 1-1 :	
Unit category 1-10 :	Journalists.
Comments	Persons belonging to this unit category are required to collect, report and comment on news and information concerning current events for publication in newspapers or periodicals, or for broadcasting on radio or television.
Understanding	— Will be required to understand a language of everyday communication in order to collect information at first hand. (+)
Speaking	— Will be required to speak a language of everyday communication in order to conduct interviews. (+)
Reading	— Will be required to read any written document in order to collect and transmit information. (+)
Writing	— May be required to transmit a news item in writing. (—)

Major category	0/1

Minor category 1-2 :	Sculptors, painters, photographers and related creative artists.
Comments	The activities of these persons are carried on increasingly at international level : exhibitions abroad or commissioned work (sculptors and painters), news reporting (photographers), publicity campaigns (commercial artists), shooting or film making (cameramen) etc.
Understanding	— Will be required to understand a language of everyday communication and a fairly specialised language. (o)
Speaking	— Must be able to speak a language of everyday communication and a fairly specialised language. (o)
Reading	— May be required to read written documents relating to the activities concerned. (—)
Writing	— May be required to write letters and prepare drafts. (—)

Major category	0/1

Minor category 1-3 :	Musicians, actors, dancers and related artists.
Comments	More than any other artists, those belonging to this minor category pursue their occupations at international level : tours, recordings, temporary engagements. Travel is an integral part of their profession.
Understanding	— Will be required to understand a language of everyday communication and a fairly specialised language. (o) — Actors, musicians, dancers etc. will be required to understand stage directions and instructions. (+)
Speaking	— Will be required to speak a language of everyday communication and a fairly specialised language. (o) — Conductors, choreographers, producers etc. will be required to give instructions, stage directions and explanations. (+) — Singers must be able to sing a repertoire in the original language. (+)
Reading	— May be required to read written documents relating to the activities concerned. (o)
Writing	— May be required to write letters or draft working documents. (—)

Major category	0/1

Minor category 1-4 :	Athletes, sportsmen and related workers.
Comments	Sport has also become mainly international in character : participation in championships, tournaments, competitions ; temporary engagements of players, trainers etc.
Understanding	— Will be required to understand a language of everyday communication and a fairly specialised language. (o)
Speaking	— Will be required to speak a language of everyday communication and a fairly specialised language. (o)
Reading	— May be required to read written documents relating to the activities concerned. Need for a specialised vocabulary. (—)
Writing	— May be required to write letters and draft documents in connection with the activities concerned. (—)

Major category	0/1
Minor category 1-5 :	Sociologists, psychologists, and related specialists.
Comments	Persons in this minor category conduct research into the behaviour of man as an individual and a member of society and supply practical data for the improvement of living conditions. They are often called upon as advisers to analyse human and social problems and propose solutions.
Understanding	— Will be required to understand a language of everyday communication for the purposes of investigation and conversation. (o) — Will be required to understand a specialised language for the purpose of taking part in congresses, seminars, symposia etc. (—)
Speaking	— See above. — Will be required to speak a language of everyday communication and a specialised language. (o)
Reading	— Will be required to read papers, articles and reports dealing with problems in connection with the field concerned. Need for a specialised language. (+)
Writing	— May be required to write reports, articles and enquiries in connection with the problems concerned. (—)

Major category	0/1
Minor category 1-6 :	Social workers.
Comments	With the increasing mobility of manpower, social workers are having to deal more and more with individuals and communities speaking foreign languages.
Understanding	— Will be required to understand a language of everyday communication, often at a specialised level. (+)
Speaking	— Will be required to speak a language of everyday communication for the purpose of conversation and organisation. (+)
Reading	— Will be required to read written documents relating to the problems concerned. (o)
Writing	— May be required to draft documents relating to the problems concerned. (—)

Major category	0/1
Minor category 1-7 :	Workers specialising in personnel problems and professional information.
Comments	With the increasing mobility of manpower, the persons who deal with personnel problems in government departments or private firms have to deal more and more with workers who speak foreign languages.
Understanding	— Will be required to understand a language of everyday communication. (+)
Speaking	— Will be required to speak a language of everyday communication for the purpose of conversation, information or training. (o)
Reading	— Will be required to read written documents in connection with the problems concerned. (o)
Writing	— May be required to draft documents in connection with the problems concerned and write letters. (o)

Major category 0/1

Minor category 1-8 :	Organisers of publicity campaigns and related specialists.
Comments	Publicity is becoming more and more international in character, hence the need for workers in this minor category to master foreign languages.
Understanding	— Will be required to understand a language of everyday communication and a fairly specialised language. (o)
Speaking	— Will be required to speak a language of everyday communication and a fairly specialised language for transacting business. (o)
Reading	— Will be required to read written documents in connection with the fields concerned. (+)
Writing	— Will be required to prepare drafts, reports and schedules and to write letters. (o)

Major category 2

Administrative, executive and managerial workers

Minor category 2-0 :	Members of legislative bodies and executive officials, government.
Comments	Persons belonging to this minor category are responsible either for formulating government policy or for applying it. They are elected or appointed and perform their duties in national State or provincial governments or local authorities, or in intergovernmental organisations. As political interdependence is a fact of present-day life, they need to master foreign languages even if they have interpreters and translators at their disposal. They come from the most varied professions and often need to learn a foreign language or to perfect their knowledge.
Understanding	— Will be required to understand a language of everyday communication of a high standard and a fairly specialised language. (+)
Speaking	— Will be required to speak a language of everyday communication and a fairly specialised language. (+) — Will be required to make public speeches at receptions, international conferences, banquets etc. (+)
Reading	— Will be required to read written documents in connection with the activities concerned. (+)
Writing	— May be required to draft documents in connection with the activities concerned. (+)

Major category	2

Minor category 2-1 :	Directors, managers and senior executives.
Comments	Persons in this minor category plan, organise, co-ordinate and direct the activities of companies, institutions, and public or private organisations. General managers, production managers, research and development managers, sales managers, administrative managers, works managers and personnel managers are nearly all attached to the professions described under other major category headings in this classification.
Understanding	— Will be required to understand a language of everyday communication and a specialised language relating to the fields concerned. (+)
Speaking	— Will be required to speak a language of everyday communication and a specialised language relating to the fields concerned. (+)
Reading	— Will be required to read documentary information in connection with the fields concerned. (+)
Writing	— Will be required to write letters and draft documents in connection with the fields concerned. (o)

Major category	3
Administrative personnel and related workers	

Minor category 3-0 :	Office supervisors.
Comments	Persons belonging to this minor category organise and direct the daily work of clerical workers in public or private establishments. Their need for proficiency in foreign languages varies according to the nature of the establishment.
Understanding	— Will be required to understand a language of everyday communication and a specialised language, according to the nature of the establishment. (o)
Speaking	— Will be required to understand a language of everyday communication and a specialised language, in order to give instructions or transact business. (o)
Reading	— Will be required to read written documents in connection with the fields concerned for the purpose of supervising the work carried out by subordinates. (+)
Writing	— Will be required to draft reports or write letters. (o)

Major category	3

Minor category 3-1 :	Administrators (government).
Comments	Persons belonging to this minor category are required to apply the political decisions of the government under the direction of the senior executive officials. They carry out their activities in the same sectors as those officials.
Understanding	— Will be required to understand a language of communication of a high standard and a fairly specialised language. (+)
Speaking	— Must be able to speak a language of communication of a high standard and a fairly specialised language. (+)
Reading	— Must be able to read written documents in connection with the activities concerned. (+)
Writing	— Must be able to draft reports and assume responsibility for correspondence. (+)

Major category	3
Minor category 3-2 :	Stenographers, typists and teleprinter operators.
Comments	Workers in this minor category take down texts in shorthand and type spoken or written texts.
Understanding	— Will be required to understand a language of everyday communication and a fairly specialised language in order to type written or spoken texts. (+)
Speaking	— Will be required to speak a language of everyday communication and a fairly specialised language. (o)
Reading	— Will be required to read written documents in connection with the fields concerned. (+)
Writing	— Will be required to copy written texts in connection with the fields concerned. (+)

Major category	3
Minor category 3-3 :	Book-keepers, cashiers and related workers.
Comments	Persons in this minor category prepare statements relating to financial and accounting operations or take charge of cash.
Understanding	— May be required to understand a language of everyday communication and a fairly specialised language. (—)
Speaking	— May be required to speak a language of everyday communication and a fairly specialised language. (—)
Reading	— Will be required to read written documents in connection with the activities concerned. (+) Need for a specialised language.
Writing	— May be required to write documents relating to the activities concerned. (o)

Major category	3
Minor category 3-4 :	Data-processing-machine operators.
Comments	Persons in this minor category operate automatic machines which process scientific, technical, commercial and other data.
Understanding	— May be required to understand a specialised language. (—)
Speaking	— May be required to speak a specialised language. (—)
Reading	— Will be required to read documents in connection with the field concerned. Need for a specialised language. (+)
Writing	— Will be required to draft texts in connection with the fields concerned. Need for a specialised language. (o)

Major category	3

Minor category 3-5 :	Heads of transport and communications services.
Comments	In land, air and sea transport, persons in this minor category direct, supervise and inspect operations in transport and communications services.
Understanding	— Will be required to understand a language of everyday communication and a fairly specialised language. (+)
Speaking	— Will be required to speak a language of everyday communication and a fairly specialised language in order to give orders and instructions. (+)
Reading	— Will be required to read written documents in connection with the activities concerned. Need for a fairly specialised language. (+)
Writing	— Will be required to draft reports and other documents in connection with the activities concerned. (+)

Major category	3

Minor category 3-6 :	Guards, conductors, air hostesses and related workers.
Comments	Persons in this minor category take charge of trains, buses, planes and other means of public transport during the journey, and attend to the safety of passengers.
Understanding	— Will be required to understand a language of everyday communication in order to communicate with passengers. (+)
Speaking	— Will be required to understand a language of everyday communication in order give information and attend to the comfort and security of the passengers. (+)
Reading	— May be required to read documents relating to the activities concerned. (—)
Writing	— May be required to draft documents relating to the activities concerned. (—)

Major category	3

Minor category 3-7 :	Postmen and messengers.
Comments	Persons in this minor category are responsible for sorting, registering and distributing the mail.
Understanding	— Not applicable.
Speaking	— Not applicable.
Reading	— Will be required to read written documents in connection with the activities concerned. (+)
Writing	— May be required to draft instructions in connection with the activities concerned. (—)

Major category	3

Minor category 3-8 :	Telephone and telegraph operators.
Comments	Persons in this minor category transmit and receive messages using telecommunications equipment.
Understanding	— Will be required to understand a language of everyday communication for receiving messages. (+)
Speaking	— Will be required to speak a language of everyday communication for transmitting messages. (+)
Reading	— Will be required to read a language of everyday communication for transmitting messages. (o)
Writing	— Will be required to draft messages. (o)

Major category	3

Minor category 3-9 :	Administrative assistants.
Comments	Persons in this category perform various office duties and write letters. Their need for proficiency in a foreign language will depend on the nature and size of the company for which they work.
Understanding	— Will be required to understand a language of everyday communication and a fairly specialised language. (o)
Speaking	— Will be required to speak a language of everyday communication and a fairly specialised language. (o)
Reading	— Will be required to read letters and other texts in connection with the fields concerned. (+)
Writing	— Will be required to write letters or other texts. (+)

Major category	3

Minor category 3-10 :	Receptionists, hostesses and travel agency assistants.
Comments	Persons in this minor category receive clients, give information in offices, hotels and other establishments, organise tours etc.
Understanding	— Will be required to understand a language of everyday communication in order to give the information requested. (+)
Speaking	— Will be required to speak a language of everyday communication. (+)
Reading	— Will be required to read documents in connection with the activities concerned. (o)
Writing	— Will be required to draft texts, documents and letters in connection with the activities concerned. (o)

Major category 4

Sales personnel and salesmen

Minor category 4-0 :	Managers (wholesale and retail).
Comments	Persons in this minor category plan, organise, co-ordinate and direct commercial establishments or branches on their own behalf, in partnership or for the owners.
Understanding	— Will be required to understand a language of everyday communication and a fairly specialised language, according to the goods sold, in order to transact business with foreign clients. (+)
Speaking	— Will be required to speak a language of everyday communication and a fairly specialised language, according to the goods sold. (+)
Reading	— Will be required to read written documents in connection with the goods sold and with the activities concerned. (+)
Writing	— Will be required to write documents, reports, schedules and letters in connection with the activities concerned. (o)

Major category 4

Minor category 4-1 :	Chief salesmen and buyers.
Comments	Persons in this category decide on the quality and quantity of goods which are necessary to meet the requirements of customers, and purchase them for resale.
Understanding	— Will be required to understand a language of everyday communication and a fairly specialised language, according to the goods sold. (+)
Speaking	— Will be required to speak a language of everyday communication and a fairly specialised language in order to transact business. (+)
Reading	— Will be required to read documents in connection with the activities concerned. Need for a specialised language. (+)
Writing	— Will be required to write letters in connection with the sale and purchase of goods. (+)

Major category 4

Minor category 4-2 :	Business salesmen, sales technicians and commercial travellers.
Comments	Persons in this category sell specialised services of a technical nature, give information and technical advice to clients both before and after sale, canvass for orders, sell goods etc.
Understanding	— Will be required to understand a language of everyday communication and a specialised language, according to the goods sold. (+)
Speaking	— Will be required to speak a language of everyday communication and a specialised language in order to transact business or to give instructions. (+)
Reading	— Will be required to read written documents in connection with the activities concerned. Need for a specialised language. (+)
Writing	— Will be required to draft texts, reports, and letters in connection with the activities concerned. (o)

Major category	4

Minor category 4-3 :	Salesmen (business services), real-estate and insurance salesmen.
Comments	Persons in this minor category sell various services (including publicity), real estate or insurance policies.
Understanding	— Will be required to understand a language of everyday communication and a specialised language. (+)
Speaking	— Will be required to speak a language of everyday communication and a specialised language to transact business. (+)
Reading	— Will be required to read written documents in connection with the activities in the fields concerned. Will be required to read a specialised language. (+)
Writing	— Will be required to write reports, drafts, proposals and letters in connection with the fields concerned. (o)

Major category	4

Minor category 4-4 :	Wholesale and retail salesmen.
Comments	Persons in this minor category present, demonstrate and sell goods in wholesale and retail establishments.
Understanding	— Will be required to understand a language of everyday communication and a fairly specialised language. (+)
Speaking	— Will be required to speak a language of everyday communication and a fairly specialised language in order to persuade clients to purchase. (+)
Reading	— May be required to read written documents in connection with the goods concerned. (o)
Writing	— Not applicable.

Major category Specialised service workers	5

Minor category 5-0 :	Managers of hotels, cafés, or restaurants.
Comments	Persons in this minor category plan, organise, co-ordinate and direct the catering and accommodation services in hotels, cafés, restaurants and similar establishments on their own behalf, in partnership, or for the owners.
Understanding	— Will be required to understand a language of everyday communication and a fairly specialised language. (+)
Speaking	— Will be required to speak a language of everyday communication and a fairly specialised language. (+)
Reading	— Will be required to read written documents in connection with the activities concerned. (+)
Writing	— Will be required to draft letters or other texts in connection with the activities concerned. (o)

Major category	5

Minor category 5-1 :	Waiters, barmen and related workers.
Comments	Persons in this minor category serve meals and drinks in restaurants, cafés and similar establishments.
Understanding	— Will be required to understand a language of everyday communication and a fairly specialised language. (+)
Speaking	— Will be required to speak a language of everyday communication and a fairly specialised language. (+)
Reading	— Will be required to read certain documents in connection with the activities concerned. (o)
Writing	— Not applicable.

Major category	5

Minor category 5-2 :	Guides.
Comments	Persons in this minor category accompany individuals or groups on journeys, excursions or tours.
Understanding	— Will be required to understand a language of everyday communication. (+)
Speaking	— Will be required to speak a language of everyday communication and a fairly specialised language in order to give the required information and explanations. (+)
Reading	— Will be required to read certain written documents in connection with the activities concerned. (o)
Writing	— Not applicable.

Major category	6
Farmers, stock-breeders, foresters, fishermen and hunters	

Minor category 6-0 :	Farm managers.
Comments	Because agriculture is becoming more and more industrialised, persons in this minor category also perform their duties on an international level.
Understanding	— Will be required to understand a language of everyday communication and a specialised language in order to transact business and direct a largely foreign labour force. (+)
Speaking	— Will be required to speak a language of everyday communication and a specialised language in order to transact business and give orders and instructions. (+)
Reading	— Will be required to read written documents in connection with the fields concerned. Need for a specialised language. (+)
Writing	— Will be required to write letters. Need for a specialised language. (o)

Major category 6

Minor category 6-1 : Agricultural workers.

Comments	Agricultural workers will need to know a foreign language only if they work abroad.
Understanding	— Will be required to understand a language of everyday communication and a fairly specialised language. (+)
Speaking	— Will be required to speak a language of everyday communication and a fairly specialised language. (+)
Reading	— Will be required to read certain documents in connection with daily life and the activities concerned. (o)
Writing	— Will be required to complete certain administrative forms. (o)

Major category 7

Non-agricultural workers and labourers and operators of transport appliances

Comments	Persons in this category wil require a foreign language only if they work abroad.
Understanding	— Will be required to understand a language of everyday communication and a fairly specialised language, according to the sector of industry. (+)
Speaking	— Will be required to speak a language of everyday communication and a fairly specialised language according to the sector of industry. (+)
Reading	— Will be required to read certain documents in connection with daily life and the activities concerned. (o)
Writing	— Will be required to complete certain administrative forms. (o)

Major category X

Workers not classifiable by occupation

Minor category X-1 : Students.

Comments	Students tend increasingly to pursue all or part of their studies in educational establishments abroad.
Understanding	— Will be required to understand a language of everyday communication and a specialised language, according to the discipline studied. (+)
Speaking	— Will be required to speak a language of everyday communication and a specialised language. (+)
Reading	— Will be required to read papers, articles and documents in connection with the discipline studied. Need for a specialised language. (+)
Writing	— Will be required to write texts in connection with the discipline studied. (o)

Introduction

1. As we said at the beginning of this study, we came to the conclusion that it is virtually impossible to attempt a classification of adults needing to know a foreign language for socio-cultural reasons, since this need can arise in each individual at any time of his life and for a wide variety of reasons.

2. For our present purposes, therefore, we shall simply propose a pattern for the description of the socio-cultural macro-situations in which each individual, for particular individual or social reasons, is likely to find himself and to experience the need for learning a foreign language.

3. The distinction between socio-professional and socio-cultural needs is theoretical only; in real life the two classifications are very often confused.

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Diagram for the description of socio-professional macro-situations

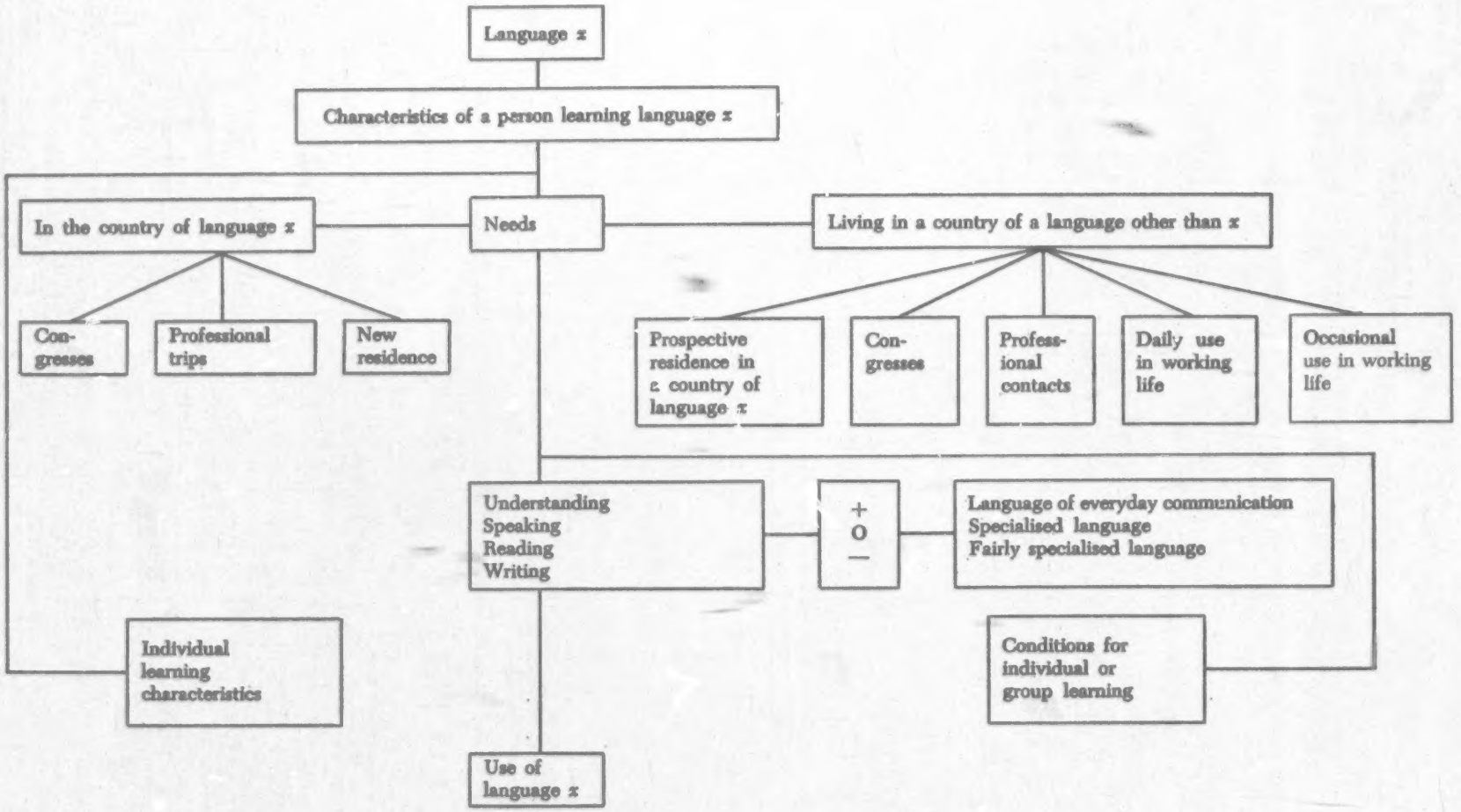
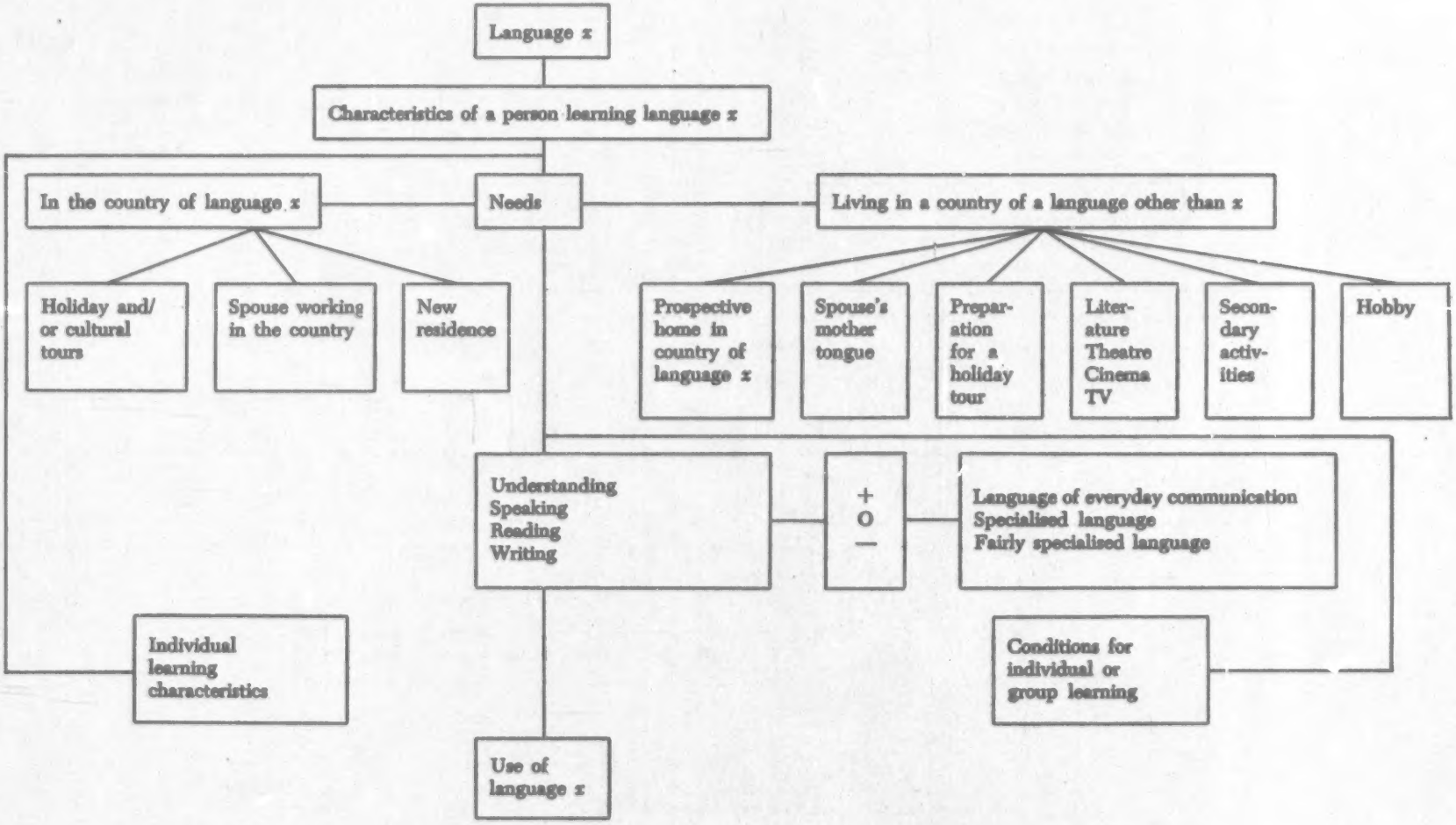


Diagram for the description of socio-cultural macro-situations



PART THREE

THE "THRESHOLD LEVEL" IN A UNIT/CREDIT SYSTEM

by

J.A. van Ek

89/90

ANALYSIS OF THE PROBLEMS INVOLVED IN DEFINING, IN OPERATIONAL TERMS, A BASIC COMPETENCE LEVEL (OR THRESHOLD LEVEL) IN FOREIGN LANGUAGE LEARNING BY ADULTS

1. *Introduction*

1.1. The concept of a unit/credit system in foreign language learning by adults was devised as a means to promote such language learning.

1.2. The promotion of learning is a purposeful activity aimed at the production of changes in the behaviour potential of the learner.

1.3. For the promotion of learning to be carried out effectively a clear insight into the nature of the desired changes is essential.

1.4. The gaining of such insight requires a clear view of the behaviour potential which will be expected after completion of the learning process (terminal behaviour potential).

1.5. In recognition of the existence of various degrees and types of linguistic proficiency the unit/credit system is designed as an overall framework which is to allow a learner to proceed in the most direct way through various stages towards the terminal behaviour that will satisfy his individual needs.

1.6. Consequently the unit/credit system is to be conceived as an integrated system of stages of linguistic proficiency.

1.7. A stage of linguistic proficiency is defined by the terminal behaviour which is evidence of completion of that stage.

1.8. Consequently, the unit/credit scheme is to be based on an integrated system of language learning objectives.

1.9. It is only after such a system has been set up that rational decisions can be made on measures to be taken to encourage or facilitate the progress of learners towards various learning objectives.

1.10. It follows from 1.9. that in the development of a unit/credit scheme, such matters as teaching methods, course-book design, media-combination, teacher-training, and the recognition of awards (credits, language-passport etc.) are secondary to the definition of learning objectives.

1.11. The initiation, stimulation and co-ordination of research into these "secondary matters" as well as the making of decisions on educational policy will greatly benefit from the existence of a well-integrated system of learning objectives.

1.12. The present study discusses problems involved in an attempt to define a minimum level of foreign language competence.

1.13. This level, called *threshold level*, will be the lowest learning objective in the framework of a unit/credit system, in other words the level below which no further levels can be usefully distinguished.

1.14. In accordance with the varied needs of language learners the threshold level will have to be defined for each of four language skills : oral comprehension, speaking, reading, writing.

1.15. It is tentativeiy proposed that each of the four skills up to threshold level may constitute the learning content of one unit, and that beginners will start on their way through the unit/credit system via one or more of these units (but cf. 2.11.).

2. *Units*

2.1. There are at least two different ways, it would seem, in which units can be defined. They can be defined in terms of :

(*a*) specified elements of an instructional programme ;

(*b*) specified levels and types of linguistic ability.

2.2. Specified elements of an instructional programme may be :

(*a*) micro-elements, such as (grammatically) the contrast past tense/present perfect, or (situationally) "buying theatre tickets" ;

(*b*) macro-elements, such as (grammatically) the verb-system, or (situationally) "going out".

2.3. If units are defined in accordance with 2.2., the unit/credit system will *dictate* to a greater (2.2. (*a*)) or to a lesser (2.2. (*b*)) extent the composition of language courses. This is because the units have to be hierarchically ordered, entrance into one unit presupposing completion of one or more other units.

2.4. Imposing a hierarchical ordering in terms of the "elements" of 2.2. would be unjustifiable in view of our lack of insight into language learning strategies, and it would conflict with several conclusions of the Rüschlikon Symposium.

2.5. It follows from 2.4. that units will have to be defined as indicated in 2.1. (*b*), that is, in terms of "specified levels and types of linguistic ability".

2.6. Levels and types of linguistic ability may be specified with reference to a cylindrical model "with a central core representing the development of a general language competence through different levels, and with specialised components radiating from this core at each level" (Document CCC/EES (71) 135, p. 39).

2.7. If units are defined as indicated in 2.1. (*b*), the cylindrical model (2.6.) may be divided into as many units as there are levels and types of linguistic ability that can be *usefully distinguished.*

2.8. A "useful distinction" (2.7.) corresponds to *a functional difference in linguistic behaviour potential.* Thus "the ability to handle spatio-temporal relationship terms" cannot be looked upon as a "useful distinction" since *by itself* it does not correspond to a functional difference in linguistic behaviour potential. At least, it is hard to conceive of for instance a situation where an employer would prefer one applicant to another just because he possessed this ability and the other did not, other things being equal. "The ability to handle spatio-temporal relationship terms" may be regarded as an *element*, not a *level* of linguistic proficiency : the hypothetical employer would be unlikely ever to encounter two such applicants because a difference in this ability would inevitably be part of an *overall* difference in linguistic ability, except in the trivial case of two learners following the same course and one of them having done lesson 5 "prepositions of place and time" and the other only having come to the end of lesson 4. "Useful distinctions" are for instance "ability to take part in a face-to-face conversation" (two participants) as opposed to "ability to take part in a group discussion".

2.9. The criterion described in 2.8. is not sufficiently objective to preclude arbitrariness in the delimitation of units. Another weakness, inherent in the proposed definition of units in terms of 2.1. (*b*), is that the units will inevitably vary widely in size. Some units, for instance the units of the threshold level (in general : all units separating one level of general proficiency from another) will be quite big, perhaps requiring a year's study or more, whereas other units, for instance the specialised ones, may consist of merely some hundred vocabulary items.

2.10. It follows from 2.9. that the unit/credit system in language learning will be something quite different from the normal type of unit/credit systems, where each unit requires a roughly equal amount of study time and where consequently each credit is an award for roughly equal outlays of energy. This latter type of unit/credit system is especially suitable for those learning tasks that can be divided into steps, consequently for those subjects that can profitably be taught by programmed instruction.

2.11. Since it cannot be the object of the Council of Europe to impose a particular system of programmed instruction in foreign languages on its member States (cf. 2.4.) there may be some doubt (cf. 2.9. and 2.10.) as to the advisability of proceeding with the unit/credit scheme in the proposed form.

3. *Defining learning objectives*

3.1. If learning is aimed at "the production of changes in behaviour potential" (1.2.), the desired

result of a learning process is to be defined in terms of "ability to behave in certain ways", in other words, it is to be defined *in operational terms*.

3.2. The behaviour potential referred to in 3.1. should also be defined *with sufficient explicitness*, i.e. the definition must not allow of different interpretations. Thus, with reference to a European unit/credit system, a Cypriot teacher should interpret the definitions of the various levels in the same way as his Norwegian colleague. As Robert Mager puts it in his *Preparing Instructional Objectives* (Belmont, California, 1962): "It (sc. an objective) is meaningful to the extent it conveys to others a picture (of what a successful learner will be like) identical to the picture the writer has in mind."

3.3. In order to be sufficiently explicit the definition of an educational objective should specify: [1]

1. the *content* of that which has to be learned;
2. the *behaviour* which the successful learner will be expected to be able to exhibit; [2]
3. the *circumstances* in which the behaviour will have to be exhibited; [3]
4. the *criterion* of acceptable performance.

3.4. Lack of insight into the nature of certain abilities often precludes a definition which is sufficiently explicit according to the specification of 3.3. It is a considerably simpler task, for instance, to define the objective of a course in engineering than it is to describe explicitly the objective of a course in elocution. Nevertheless, even if a sufficiently explicit definition of an educational objective is not possible, it should at least be attempted to make such a definition as explicit as possible. This is all the more necessary if an objective is an element in a *system of objectives*, e.g. the objective of a particular type of school within a national educational system, or the objective of a unit within a unit/credit system.

4. *Defining language-learning objectives*

4.1. Language is a means of *communication*. (We are not concerned here with such patterns of behaviour as interior monologue.) The aim of foreign language learning is first and foremost the ability to communicate verbally. Language-learning objectives, therefore, are to be defined in terms of "adequate verbal behaviour in language communication situations".

4.2. It follows from 4.1. that a fully explicit definition of language-learning objectives has to specify:

(*a*) the nature of the language communication situations in which verbal behaviour will have to be exhibited;

(*b*) what behaviour is to be considered "adequate" in each situation.

4.3. If by "situation" we understand "the sum of those extra-linguistic elements that are present in the minds of speakers or in external physical reality at the moment of communication and can be said to play a part in determining the form or the function of the linguistic elements" (F. François, "Contexte et situation", from *Linguistique. Guide alphabétique* (Paris, Denoël, 1969), p. 65, quoted by Richterich (see Part two, section II) and by Marchl and Richterich in Document CCC/EES (70) 99), we must conclude with Marchl and Richterich that "the situations in which human beings use language" are "infinitely varied". On the other hand, this infinite variety need not preclude a classification of situations any more than the infinite variety of life-forms precludes a biological taxonomy.

4.4. A "situation" as defined by François is fully determined by a complex of variables. In its turn this situation fully determines the linguistic forms used in it.

4.5. The variables determining "situation" can be broadly divided into mental variables and physical variables.

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1. Adapted from C.M. Lindvall, *Defining Educational Objectives*, Pittsburgh, 1960, and R.F. Mager, *Preparing Instructional Objectives*, Belmont, California, 1962.

2. Consequently terms such as "to understand", "to appreciate", etc. are not to be used in the definition *unless* it is specified exactly what the learner will be expected to *do* in order to demonstrate that he "understands" or "appreciates".

3. e.g. whether note-taking or the use of instruments or reference works is permitted.

4.6. Physical variables can be described and classified in terms of the broad categories set up by Marchl and Richterich (CCC/EES (70) 99, 4.3.) :

A. Protagonists
B. Actions
C. Means
D. Place
E. Time
F. Events

4.7. Mental variables can be described only in terms of what Marchl and Richterich indicated as the "protagonists". They include the protagonists' knowledge, experience, insight, mood, intentions, hopes, likes and dislikes etc. They also include their linguistic competence (in the Chomskyan sense). It is obvious that neither an exhaustive classification nor a neat description of these variables is within our means. If this were not the case every utterance produced by any speaker at any time would be fully predictable.

4.8. It follows from 4.7. that any classification of language communication situations will necessarily be incomplete and, up to a point, arbitrary. We must bear this in mind when attempting to specify "the nature of language communication situations in which verbal behaviour is exhibited" (4.2.).

4.9. For our purposes we are entitled to select our specification criteria in accordance with the demands made by situations on *the linguistic competence of the protagonists*. Such a selection can be based on the assumption that "whatever language occurs in one situation will also occur in many others ; there will be certain common-core elements of language which will have to be acquired no matter what the learner's purpose may be" (Wilkins, Document CCC/EES (71) 135). This means, in effect, that our specification of language communication situations need not go beyond a specification of *those variables that make different demands on the language user's linguistic competence*. For this purpose Trim's inventory (cf. Document CCC/EES (71) 135, p. 51) seems adequate.

4.10. The second requirement mentioned in 4.2. is that a definition of language-learning objectives should specify "what behaviour is to be considered adequate in each situation". A fully objective specification in terms of the learner's ability is not always possible. A communication situation implies the participation of more than one language user in the communication act, and whether the learner's behaviour in such a situation is adequate or not will, in many cases, depend on the other participant(s).

4.11. A learner's participation in communication situations may be divided into receptive roles (listening, reading) and productives roles (speaking, writing). The possibility of specifying adequacy depends largely on the particular role that is to be played.

4.12. Adequacy of behaviour in receptive roles may be specified objectively in various ways, depending on the learner's needs. If the learner desires to qualify as a shorthand typist his needs in the role of listener will obviously be complete identification and recognition of every word spoken. Only if the learner possesses this ability can his behaviour as a listener be considered adequate. If, on the other hand, the learner desires to take part in conversations his adequacy *qua* listener will be determined by the extent to which he succeeds in grasping the essence of what is said to him. In more demanding situations another requirement may be that he is capable of detecting overtones, innuendos, concealed emotions etc. in a speaker's utterances.

4.13. In many cases a fully objective specification of adequacy of behaviour in productive roles is not possible. If we adopt as our basic criterion, as surely we must, whether the desired communication takes place, we find that adequacy depends heavily on the listener's or reader's powers of divination, on the latter's familiarity with the subject and with the speaker's or writer's linguistic and para-linguistic habits. Moreover, many everyday communication situations demand very little linguistic skill. A single mutilated word combined with effective gesture will often serve a speaker's purpose. The generalisation of such a speech-act, however, to similar situations and other circumstances is not assured since the linguistic competence underlying the speaker's act need not have sufficient generative power.

More reliable, if perhaps sometimes less realistic, indications of a speaker's competence may be obtained if we require him to communicate without gestures, as one would do by telephone, and in such a way that a complete stranger interprets his message correctly.

4.14. Another type of adequacy is that which is required to be accepted socially in a foreign-language community. One feature of this may be the ability to express oneself in a sub-standard dialect (migrant labourers !). Another feature may be a standard of correctness far beyond the needs of mere communication. Certain deficiencies in a foreign learner's speech or writing are easily accepted by native speakers whereas others constitute a social barrier, for instance if they happen to coincide with speech habits of socially disparaged groups of the community or if they are characteristic of infant speech. For the time being, criteria for determining social adequacy will have to be derived from the majority verdicts of experienced language teachers while taking into account what pertinent results of socio-linguistic research have become available.

4.15. The ability to meet the needs of a communication situation need not be the sole criterion in evaluating a learner's adequacy of behaviour. Until he has reached full native-like command of the foreign language, the learner, *qua* learner, may be regarded as always being on his way towards this full command. This means that at each stage — and this would apply particularly to a unit/credit system — he has both a past history and a potential future history as a learner. Each stage he has reached should enable him to progress further towards a higher stage.

4.16. It follows from 4.15. that adequacy should be specified not only in terms of communicative and social adequacy, but also in terms of pedagogical adequacy. For instance, if an intelligibly pronounced "Me want go sleep now" will undoubtedly constitute a perfectly adequate act of communication, it seems a doubtful basis for reaching a higher degree of proficiency unless Pidgin English is the aim. Unfortunately, rulings on pedagogical adequacy must necessarily be even more subjective and arbitrary than those on communicative and social adequacy. It is widely accepted nowadays that in acquiring mastery of a foreign language it is natural for a learner to pass through a succession of grammars each of which is more like the grammar of a native speaker than its predecessors. In this view errors occur naturally as integral elements in the learning process. They are to be interpreted as signs that the learner is testing hypotheses about the grammar of the target language, which he may eventually reject if they prove to be inadequate. Some of these errors will be based on hypotheses that will only need minor modifications, others may be interpreted as signs that the learner is entirely on the wrong track and will have to revise his hypotheses drastically. However, our insight into natural foreign language-learning processes is so slight that most of our notions as to what errors are occasioned by a normal growth process and what errors are the results of sickly malformations are, at the least, tentative ones. For the present, it would seem, pedagogical adequacy will have to remain a subjective concept based on majority verdicts of experienced language teachers who know what errors are easily remedied and what errors are highly resistant to therapeutic treatment.

5. *Defining a threshold level*

5.1. It follows from Chapter 4, especially from the discussion of "adequacy" (4.10. to 4.16.) that there is no such thing as one particular *minimum level*, *basic level* or *threshold level* in foreign language competence. A tourist who finds himself in a foreign country may get along quite happily on a vocabulary of less than a hundred words, mostly concrete nouns and perhaps a few action-verbs and state-adjectives, whereas a migrant labourer may need a much larger vocabulary and a greater command of grammatical structure if he is to survive — linguistically speaking — in his occupational environment. Again, a grandfather who wishes to be able to read the letters sent to him by his fond relatives, second generation emigrants to a foreign language community, will find that his minimum level of competence will have to be a fairly high one. It will be even higher for those whose minimum requirement is the ability to make some sense of articles in popular newspapers and the more general types of radio programmes.

5.2. We conclude from 5.1. that minimum language needs depend so much on the individual needs of various classes of learners and may vary so widely that decisions on the height of the threshold level will have to be based on other grounds than "minimum language needs". The only alternative would seem to be the setting up of a threshold level at least as high as that required for the certificates of the German *Volkshochschulverband*. Of this level it may perhaps be claimed that it satisfies the minimum needs of the majority of foreign language learners by providing them with, among other things, a vocabulary of some 2 000 words based on analyses of all kinds of communication situations. This alternative, however, does not seem to be a realistic one. For one thing, it would set the level too high for several classes of learners, especially those with little schooling in their native language. In addition, it would require a few years of study, which would hardly be encouraging to those about to embark upon a foreign language course for beginners.

5.3. If it is agreed that the threshold level will have to be considerably below that which will satisfy the minimum language needs of the *majority* of learners in the *majority* of everyday situations, in short below that of the *Volkshochschulzertifikat*, a decision on the height of the level may be made by determining a level of proficiency sufficiently far removed from both zero-level and that of the *Volkshochschulzertifikat* to be easily recognisable as clearly distinct from both. Also, in order to encourage would-be beginners, it should be attainable in a relatively short period of time.

5.4. On the basis of 5.3. it is proposed that the threshold level should be set up, in terms of vocabulary content, somewhere near the 500-word mark. The second level of general proficiency would then correspond to that of the *Volkshochschulverband* certificates (1 500 to 2 000 words).

5.5. In accordance with the procedure for defining educational objectives described in 3.3. of this paper, a definition of the threshold level should begin with a specification of "the content of that which has to be learned".

5.6. For each of the four skills linguistic ability includes at least the ability to use words and to apply grammatical rules. In addition, each separate skill makes further demands on the language user's ability, such as :

speaking : phonic representation,
listening : phonic interpretation,
writing : orthographic representation,
reading : orthographic interpretation.

5.7. Since the unit/credit system is to be a framework which can accommodate all (at least all European) languages, a specification of the lexical and syntactic content of the threshold level will, in principle, have to be non-language-specific. It will be a statement to the effect that at threshold level the learner will have the ability to express and/or to interpret particular concepts in the foreign language.

5.8. Concepts can be expressed by means of lexical items and/or grammatically. Moreover, concepts expressed lexically in one language may be expressed by syntactic means in another language. In addition, a language may have both lexical representations and grammatical ones of certain concepts. A case in point is the concept "uncertainty" which in English may be expressed lexically by means of the adverb *perhaps* and grammatically by means of the model *may*.

5.9. It follows from 5.8. that a non-language-specific list of concepts cannot distinguish a lexical and a grammatical component as sharply as we might wish. Nevertheless, all European languages agree to a large extent in their choice of either lexical means or grammatical means to express concepts. Thus the concepts *book*, *to walk* and *love* are expressed lexically in all European languages, and, on the other hand, all these languages possess grammatical means to express the contrasts past/present and singular/plural.

5.10. It is proposed that the list of items to be mastered at threshold level will have two non-language-specific parts. The first, and largest, part will be an inventory of concepts that a successful learner will be expected to handle adequately in the target language, whether by lexical or grammatical means. The second part will be a list of basic grammatical features shared by all European languages. The two parts together will constitute a non-language-specific master list that can be translated into any European language and that covers most of the concepts the learner will be expected to have mastered at threshold level. It does not cover them all. For each language individually a supplement will have to be added to the list. Each language, or group of languages, is the vehicle of a particular culture marked by a prevalence of certain culture-specific concepts. Those lexical items which are used to express particularly prevalent concepts will have to be added for each language individually to the non-language-specific master list, if, at least, they are prevalent enough to be included in a very limited basic vocabulary. Similarly, additions may have to be made for each language separately to the grammatical component of the master list. In this case the necessity does not arise, one would assume, out of culture-specific features but out of basic syntactic characteristics of individual languages. Individual languages or groups of languages may possess syntactic features which are basic in these languages, and only marginal or perhaps even absent in others. Thus, for instance, the contrast perfective/imperfective in the Russian verb system and the contrast progressive/non-progressive in English. These contrasts are basic in the sense that even a minimally adequate level of linguistic skill may require the ability to handle them.

5.11. In accordance with 4.1. to 4.2. of this paper an inventory of concepts should be derived from an analysis of language used in selected types of communication situations. For our purposes a much more economical procedure seems to be justified. Several teams of specialists have already produced basic vocabularies for various languages. Although their methods, and their selection criteria, may have differed considerably, their aim has always been the composition of word lists that would meet *the most basic language needs of the majority of learners in the majority of everyday situations*. If, when collating a number of these basic word lists, we find — as we certainly will — that, in spite of different methods, there is a considerable number of concepts which are to be found in *all or most* of the lists, we may assume that these concepts are truly basic concepts, whatever the language studied and whatever the background of the learners. These concepts would qualify for a place in our master list. The final step will be to expand or, more probably, to reduce their number to c. 500 (cf. 5.4.).

5.12. To establish the syntactic content of the threshold level a procedure similar to that described in 5.11. may be followed. Basic structure lists are less generally available than basic vocabulary lists, so in this case a collation would have to be made of those basic structure lists that are available for various European languages and of a number of elementary course books. This collation will yield a number of common syntactic features which would qualify for inclusion in our master list. In view of the wide variety of surface realisations of similar deep structure features in different languages it seems likely that for each language a relatively large language-specific list of syntactic features will have to be added. Such a supplementary list can be arrived at by collating a number of widely-used and modern elementary course books for each language individually and extracting those syntactic features which are represented in all or most of them. This procedure will be exemplified for one language, viz. English, in a later paper. [1]

5.13. The procedures described in 5.11. to 5.12. allow to bypass the problems involved in the description and selection of situations. Nevertheless we do obtain lists that are ultimately derived from language used in situations. Our sources, basic vocabulary lists such as the *Mindestwortschätze* of the *Volkshochschulverband*, are themselves based on such criteria as frequency and usefulness *in everyday situations*. Accepting the judgment of the composers of these lists seems to be fully justified for those concepts that a number of *different teams* appear to agree on. It should be emphasised that this procedure is valid only for the lower levels of language teaching/learning. The higher we go the less agreement there will be found among different wordlists and the more imperative it becomes to undertake fresh research on the basis of new observations of language in use.

5.14. The vocabulary and syntax lists arrived at in the way indicated in 5.11. to 5.12. define the linguistic content of the threshold level to a large extent. Because they represent a basic competence level there seems to be no need to distinguish — with respect to these lists — at this level between the four skills. There may be particular instances where it might be claimed that in language A concept *p* is more useful in speaking than concept *q* and that the inverse is the case in writing, but the amount of research that would be needed to establish this would be disproportionate to the slender gains that might result from it.

5.15. In order to be operational a definition of the learner's ability at threshold level will have to specify what he will be expected to *do* with the vocabulary and syntax at his disposal. This specification will have to be made for each of the four skills separately.

5.16. The form such a specification may take will be exemplified here for one skill, listening (or rather, oral comprehension).

5.17. For threshold level, as indeed for many higher levels, we may define oral comprehension as *the ability to grasp the essence of an utterance or of a series of utterances.*

5.18. At threshold level the utterances that are to be understood will contain no other lexical elements than the ones specified in the basic vocabulary list, *or* the utterances will also contain other lexical items as long as it is not necessary to understand these items in order to grasp the essence of the communication.

5.19. The utterances will contain no other syntactic elements than the ones specified in the basic syntax list and will be no longer than *x* syllables each. The latter restriction is a very practical and easily applicable restraint on syntactic complexity. We have little insight into the

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1. See Part three, section 2.

parameters of syntactic complexity as factors of communicative difficulty, so we seem to have no other readily available alternatives. It is certainly not enough to stipulate that no other than certain (simple) rules may be involved in the generation of the utterances because of the recurrent nature of syntactic rules. If a "simple" rule operates again and again this may result in a very "difficult" sentence in spite of its fundamental syntactic simplicity.

5.20. The utterances will be spoken with a careful standard accent, at normal *or* below-normal speech-rate (to be further specified as "more than *x* centiseconds per syllable and less than *y* centiseconds per syllable").

5.21. The utterances will be presented in such a way that the acoustic signal reaches the listener without any perceptible distortion.

5.22. The learner will be given one *or* two *or* more opportunities to listen to the utterance(s).

5.23. The learner will *or* will not be allowed to make notes while listening.

5.24. The learner will be considered to have grasped the essence of an utterance, or of a series of utterances, if he performs certain specifiable acts, e.g. following an instruction given in the utterances, *or* indentifying the sentence that correctly represents it in a series of three or four potential representations (multiple choice) etc.

5.25. In accordance with 3.3. of this paper it will finally have to be specified what proportion of the acts to be performed by the listener must be "correct" for his behaviour to be considered adequate.

5.26. The above suggestions for defining oral comprehension indicate that an operational definition of an educational objective determines the form of the tests or examinations by means of which the learner's achievement is to be evaluated. The actual tests or examinations are to be regarded as samples of the type of test or examination dictated by the educational objective. This close relationship between objectives and tests or examinations is not surprising, since objectives specify what a learner is supposed to be able to *do* and tests or examinations actually require him to do this.

6. *Conclusion*

6.1. The analysis of problems involved in defining a threshold level in foreign language learning leads to a number of conclusions with respect to the unit/credit scheme in general and the determination of levels in particular.

6.2. Language learning does not lend itself as readily as many other learning processes to a neat division into units of roughly equal size (cf. 2.11. of this paper).

6.3. A more "natural" way to divide language learning into separate parts would be a distinction of various levels and types of linguistic ability.

6.4. A basis for establishing levels is the ability to behave adequately in particular types of verbal communication situations.

6.5. The notion "adequacy" is a complex one and decisions as to what behaviour is to be considered adequate must necessarily rest on a weighting of various types of adequacy which is to a certain extent arbitrary.

6.6. There is a certain amount of agreement among experts that the level of linguistic ability which allows the *majority* of learners to exhibit a kind of behaviour which in the *majority* of communication situations might be called "adequate" by most standards requires, among other things, a vocabulary of some 1 500 to 2 000 items.

6.7. The determination of the height of a threshold level is to a large extent arbitrary. For pedagogical reasons a level requiring, among other things, a vocabulary of some 500 words seems to be recommendable.

6.8. In defining a threshold level in operational terms it is possible to follow a procedure which will warrant early results.

6.9. The results obtained by following the suggested procedure will have a high chance

of being found acceptable by educational authorities all over Europe since, in fact, they will be based on the most generally held opinions as to what linguistic elements are of basic importance.

6.10. A definition of the threshold level and a few other levels as worthwhile language-learning objectives will probably be the most effective first step towards a European language-learning system.

6.11. A second internationally acceptable level will be one similar to the level of the German *Volkshochschulzertifikat*. This certificate is actually recognised in several European countries and its level is comparatively well defined.

6.12. A European language-learning system with a high acceptability potential can be developed more economically by drawing upon available resources than by making a completely new start.

6.13. The following general procedure should allow an early introduction of a European language learning system :

1. Definition of a threshold level in the way suggested in this paper.

2. Definition of a second level of general competence based, as much as possible, on some existing and widely recognised diplomas and certificates.

3. Development of models of standardised tests for each defined level.

4. Definition of further general levels and of specialised types of linguistic ability based on :

(*a*) investigation into foreign language needs of adult learners ;

(*b*) existing and widely recognised diplomas and certificates.[1]

5. Establishment of European diplomas and certificates or recognition of existing national diplomas and certificates awarded with the approval of European experts. If so desired, credits may be granted with each diploma or certificate.

1. e.g. the forthcoming *Volkshochschulzertifikat "Englisch Wirtschaft"*, the result of English-German co-operation.

PROPOSAL FOR A DEFINITION OF A THRESHOLD LEVEL

1. *Introduction*

1.1. *Aim*

It is the aim of this paper to propose a definition, in operational terms, of a basic competence level (or threshold level) in foreign language learning, i.e. the lowest learning objective in the framework of a unit/credit system, in other words the level below which no further levels can be usefully distinguished. The proposal forms part of the "Plan for a European unit/credit system in the field of adult language learning" developed by a group of experts convened under the auspices of the Committee for Out-of-School Education and Cultural Development of the Council of Europe.

1.2. *Procedure*

This paper will follow the procedure described in my earlier paper "Analysis of the problems involved in defining, in operational terms, a basic competence level (or threshold level) in foreign language learning by adults". This earlier paper, to be henceforward referred to as "Analysis", forms the introduction proper to the present study. It contains, among other things, the rationale of the procedure to be followed here. For reasons of economy I do not intend to go over the same ground again in this paper. Instead I shall regard the "Analysis" as forming one whole with the present study. This means, for instance, that in this paper there will be neither an explanation of the concept "operational definition" nor a justification of the terms in which the threshold level will be specified.

1.3. *Contents*

The presentation of this paper is, to a large extent, dictated by the "Analysis". Chapter 2 gives a "specification of the content of that which has to be learned" (Analysis, 5.5.). This specification will be made particularly in terms of vocabulary and syntax (Analysis, 5.14.). It will be presented in the form of lists of concepts which the learner will be expected to be able to deal with in the foreign language (Analysis, 5.7.). Although these lists will be to a large extent non-language-specific (Analysis, 5.10.), an exemplification of the syntactic content will be given for one language, viz. English (Analysis, 5.12.). The lists will not be specified as to spoken language and written language (Analysis, 5.14.), but, contrary to the original plan, and for reasons that will be stated later, there will be a distinction between items for production *and* interpretation on the one hand, and items for interpretation only (listening, reading) on the other. Each of the four skills will be dealt with separately in the operational part of the definition. This part, chapter 3, will specify what the learner will be expected to do with the vocabulary and syntax at his disposal (Analysis, 5.15.). For the various skills it will present *skill definitions* (i.e. statements, in general terms, of what we mean by "ability to read, to write etc."), and a specification of what behaviour the successful learner will be expected to exhibit with respect to these definitions. This specification will include a description of the circumstances under which the behaviour will have to be exhibited. The operational specifications will be presented in the form of a varying number of *alternative proposals*. It is not intended to *prescribe* the form of the tests or examinations by means of which the learner's achievement is to be evaluated (Analysis, 5.26.). This must be left to a committee which will ultimately be responsible for the implementation of the scheme. The specifications offered here are merely intended as a basis on which ultimate decisions can be made. Such decisions could be arrived at by choosing one or more of the alternatives to be proposed, or by adding to them. What is essential is that any decision ultimately to be made should be based on a valid interpretation of the skill definitions. Chapter 4 contains a proposal for the division of the threshold level into units. Finally, in chapter 5, recommendations will be made for the implementation of the scheme, especially with regard to the introduction of the threshold level.

Contrary to what was announced in the Analysis, I shall refrain from specifying criteria of acceptable performance, i.e. from proposing a pass/fail caesura. This cannot be done in general

terms but only on the basis of actual tests. Even then it remains a more or less subjective decision which should be made by a committee rather than by an individual. If the subjective element is to be reduced further research will be necessary to determine what scores on the tests correspond to what degree of adequacy of behaviour in natural situations.

2. *Content - specification*

2.1. *Introductory*

Whatever the ultimate goal of a foreign language learner, his immediate objective is to acquire the ability to use the foreign language as *a means of communication*. At threshold level, therefore, the successful learner will be expected to give evidence of his *ability to communicate*. A definition of this level, for each of the four skills, must be based on the concept of *communicative ability*. This ability is necessarily very limited. If the learner has a small vocabulary and a syntax of only the most basic elements he cannot be expected to use the foreign language with great subtlety or for a wide range of topics. In fact, we cannot reasonably expect him to do more than cope with those verbal communication situations for which his highly restricted command of vocabulary and syntax suffices. If his vocabulary and syntax contain the linguistic means for making polite requests or for telling the time, we may expect him to be able to do just that. If they contain the means for "buying a loaf of bread in a shop", the learner may be expected to be able to do just that, he need not necessarily be able to buy anything else ! It follows that if the procedure proposed in the "Analysis" is used—i.e. the establishment of vocabulary lists and syntax lists on the basis of existing sources—the ability to be expected of the learner at threshold level can be described in terms of *his lexical and syntactic command as defined by the lists*. In other words, we can define the threshold level as *the level on which the learner has the ability to communicate in those verbal communication situations in which it may be expected that, as far as vocabulary and syntax are concerned, the lexical and syntactic command provided by the items of the lists suffices*. In how far such a definition can be considered satisfactory depends on the contents of the lists. The procedure used here for the composition of the lists has been adopted because it seemed to be a highly economical way to achieve maximum results (see 2.2.1.).

2.2. *The vocabulary lists*

2.2.1. *Composition of the lists*

The main criteria used in the composition of the lists are the following :

1. the lists should provide a vocabulary which ought to satisfy the most basic verbal communication needs of adult learners in those situations in which the majority are most likely to find themselves when in contact with foreign language speakers ;

2. they should be as short as possible, so as to encourage rather than deter would-be foreign language learners.

It is obvious that the needs of different categories of foreign language learners may vary considerably. Thus a migrant worker will need a larger vocabulary in the field of labour organisation than a tourist, and an "au pair" will need more domestic words than a pilot. There are certain means of expression, however, which they are all likely to need, and it has been attempted to use this as the main criterion for including items in the lists. If the resulting lists seem to be biased in favour of tourists this is not because in all probability tourists constitute the largest class of potential candidates for the threshold level but because the needs of tourists are needs shared by most other categories of foreign language learners. Most classes of adult learners are likely to find themselves in situations where they have to use a means of transport, where they have to find accommodation, where they go shopping or eating out, ask the way, change money or exchange comments on the weather. Most of them, too, will be confronted with road signs, will be requested to fill in forms, to provide personal data etc. They may all need to consult a doctor or a dentist. In addition they will all need a stock of social formulae, they may all wish to express opinions and to describe experiences or events. The lists are an attempt to provide the most indispensable tools to cope with all these needs. The wish to keep them down to the smallest size possible made it necessary to take the qualification "most indispensable" very literally. Thus, for instance, only very few names of parts of the body are to be found in the lists because it was felt that if a foreign language user is able to ask for a doctor and to say he suffers from pain, simple gestures will suffice to indicate where the pain is located. If, on the other hand, he has heart trouble, it may be very useful indeed

to have the foreign word for *heart* at his disposal, so this concept has been included in the lists. The criterion of indispensability is also responsible for the inclusion of a comparatively large number of items denoting relations, e.g. prepositions of time, place etc. Such items are highly productive in that they enter into numerous combinations, whereas many other items, e.g. most concrete nouns, have considerably less productive power. Moreover, it should be borne in mind that the lists are minimum lists and that a teacher is, of course, always free to introduce such items into his lessons as he feels are of essential importance to his particular category of learners.

For reasons of economy the composition of the lists had to be based as much as possible on existing sources. This procedural shortcut for a full-scale data-collecting programme, though born out of necessity, was not unjustifiable from a methodological point of view. It would have been wasteful to disregard the existence of several word lists for various languages composed with more or less the same aims as the list we intended to draw up. For various reasons, among them considerations of size, none of these lists could serve as a direct model for our own work, but at least they provided us with sufficient raw material to enable us to avoid a huge amount of spade-work. Although many lists were consulted the *Mindestwortschätze* composed for various languages by the German *Volkshochschulverband* were used more consistently than any other lists because the principles of selection came nearest to our own. Thus, for instance, the aim of the composers of the *Mindestwortschatz* Spanish is described as providing for :

"Situationen des Alltags :

(*a*) Auf der Reise (Bahnhof, Flughafen, Hafen, Reisebüro, Taxi, Tram, Bus) eventuell mit dem eigenen Auto (Panne, Unfall, Garage, Tankstelle, Werkstatt)

(*b*) Umgang mit der fremden Behörde (Zoll, Polizei, örtliche Verwaltung)

(*c*) Wohnen im fremden Land (Hotel, Camping, Zimmerreservierung, Bank, Post, Telefon)

(*d*) Essen und Trinken (Restaurant, Bar, Café)

(*e*) Unterhaltung und Freizeit (Kino, Theater, Tanzlokal, Sportveranstaltung, Strand)

(*f*) Gesundheitsfragen (Apotheke, Arzt, Zahnarzt, Krankenhaus)

(*g*) Dienstleistungen (z.B. Friseur)

(*h*) Einkäufe (Grundnahrungsmittel, Tabak, Kleidung, Zeitungen, Souvenirs)."

The various *Mindestwortschätze* (English, French, German, Russian, Spanish) contain c. 2 000 to 2 500 items each, and it was expected that a comparison of the lists would yield a number of concepts shared by all the lists and because of this presumably very basic indeed. The results were slightly disappointing in that they reflected only too clearly numerous inadequacies of the various sources. Nevertheless, the list of concepts obtained in this way proved to be a useful starting-point for further work, especially since it would have to be considerably reduced in size to come somewhere near to the 500-word mark. In spite of its size, a critical appraisal of this first list brought to light that a number of concepts were missing which, in view of the aims of the threshold level, we considered indispensable. These concepts were added to the list, swelling its size to some 1 500 items. Next came a phase of rigorous though judicious pruning by which the list had to be reduced to minimal size. In several stages we reached a level where we had to choose between leaving the list as it was or, by reducing it further down to our original mark of 500 items, giving up all pretence to minimal communicative adequacy. We chose the former course because we felt that dropping the claim of minimal communicative adequacy would rob the threshold level of the most essential part of what appeal it might have for would-be foreign language learners. Although the final list, as it is presented in this paper, contains some 749 items marked A (see below) and some 177 items marked P, and so constitutes a heavier learning load than our original aim of 500 items, it has the advantage of marking the threshold level as a considerably less arbitrarily determined level than we first feared it might be (Analysis, 5.3.). The distinction between A-items, i.e. those concepts which the learner is expected to be able to handle both when producing language and when interpreting language, and P-items, only for interpretative skills (reading, listening), is another consequence of our decision to give more weight to requirements of communicative adequacy than to considerations of mere size. As long as the threshold level was conceived as a largely arbitrarily fixed stepping stone towards genuine language proficiency, there were no cogent reasons for differentiating between the number of concepts for active skills and for passive skills. Now that the emphasis has been laid on communicative adequacy, such a differentiation becomes imperative because even very simple communication situations often make a greater demand on the foreign participant's interpretative skills than on his productive skills. An example of this is the ability to read texts on road signs which the learner need not necessarily be able to produce himself.

2.2. *Character of the lists*

The term "vocabulary lists" is, perhaps, somewhat misleading. The lists are really lists of

concepts presented in the form of word lists. The words in the lists are to be interpreted as convenient labels for concepts which learners are expected to handle in verbal communication at threshold level. Thus the word *cut* stands for the concept *sever with a sharp instrument*. Moreover, it stands for this concept as it is most customarily applied, in this case, therefore, for cutting with a knife or with scissors, not for the figurative applications of "cutting corners" or "cutting a person short" etc. The above qualification "as it is most customarily applied" leaves a certain margin of interpretation. In a non-language-specific list this was felt to be necessary since individual languages may vary in their "most customary application" of certain concepts. One would assume, however, that with respect to the concepts represented in the lists these variations are fairly limited, at least for most European languages. A consequence of this presentation of the lists is that when they are adapted to individual languages a further semantic specification of various concepts will be necessary. For English the item *cut* might then be specified as : (1) severing a connection with a sharp instrument (e.g. ~ a rope) ; (2) slicing (e.g. ~ bread) ; (3) making shorter (e.g. ~ hair). It so happens that in English all these actions may be represented by one single word *cut*. In other languages, e.g. Dutch, different words are used for "cutting with a knife" and "cutting with scissors". This means that the actual number of words in a language-specific list may differ from the number of items in our master list. It is expected that these differences will be small. In the first place, most of the concepts in the master list will correspond to one single lexical item used for general purposes in individual languages ; in the second place, if some concepts are lexically differentiated in a particular language other concepts will be fused together in a single lexical item.

The items in the lists do not only represent concepts generally expressed by "lexical words", a small number of them, notably prepositions, may be expressed lexically in one language (as in English) and grammatically in another language (as in Finnish). It has to be left to the composers of language-specific lists to choose the most customary means of expression in the language concerned. On the whole this will be a very simple matter, since most items can be matched by a single general purpose translation equivalent in various languages, e.g. *motorway - Autobahn - autoroute - autostrada, head - Kopf - tête - testa, buy - kaufen - acheter - comprare*. In several cases, however, differentation of a concept will be necessary, e.g. the concept *at, in* (preposition of place) will have to be expressed in French by means of several different words (*dans, en, à*).

2.2.3. *Presentation of the lists*

The first list presents the items in grammatical groups and semantic sub-groups. The grammatical groups reflect the traditional parts of speech as used in English grammars. This is simply a device to make easy reference possible, and it is in no way to be interpreted as a proposal for a universal categorisation of linguistic units. The semantic sub-categorisation is purely ad hoc. A sub-category was set up whenever it was felt that a sufficiently large number of items belonging to an easily distinguishable semantic field (e.g. colour adjectives) or appropriate to a (macro-) situational field (e.g. nouns—shopping and food) could be isolated. This sub-categorisation has no other purpose than to facilitate reference to the list. Even this broad sub-division has inevitably resulted in some more or less arbitrary decisions. Thus, for instance, the item *butcher* was listed under "shopping" rather than under "persons" and *profession* under "personal data" rather than under "nouns-abstract". We felt little harm was done in this way because users of the list could easily rearrange the items to suit their own needs. In several cases the categorisation served the additional purpose of defining the meaning or the grammatical function of an item. Listing the item *wound* under "nouns" obviates the necessity of adding any further indication of its function or meaning and the inclusion of *table* under "nouns—home and furniture" enables us to dispense with specifications of the sense in which it is to be used. Only in those cases where the group-headings might not be sufficient as indications of the limitations of the grammatical and semantic range of an item were further specifications added in brackets to the items themselves. These specifications take several forms such as a grammatical label, a synonym, or a German or French equivalent. In general it has been attempted to make them as simple as possible. In some cases a concept is represented by more than one word, separated by commas, e.g. *want, desire, wish*. This is to indicate that in English more than one word may be considered as a general label for the concept concerned. In such a case a language-specific list for English might contain a single word for active use and one or more other words marked P.

The second list is arranged alphabetically. Each of the items of the alphabetical list is provided with a reference to the systematical list. In most cases this precludes the necessity of adding further specifications, such as *verb tr.* or *noun-abstract*, since the group heading of the systematic list will be a sufficient indication of function and meaning.

In both lists each item is marked either A or P, indicating whether the learner will be

expected to be able to handle the concept verbally in speaking and writing as well as in listening and reading (A) or only in listening and reading (P).

2.2.3.1. *Categorisation in the systematic list*

In the systematic list the following categories and sub-categories have been distinguished :

I VERBS
Ia Verbs denoting activities not primarily involving interpersonal contacts
Ib Verbs denoting activities primarily involving interpersonal contacts
Ic Verbs denoting volition not primarily involving interpersonal contacts
Id Verbs denoting volition primarily involving interpersonal contacts
Ie Verbs denoting perception
If Verbs denoting attitude towards something or someone
Ig Verbs denoting events or occurrences
Ih Verbs denoting state or condition

II NOUNS
IIa Persons and personal data
IIb Travel, traffic, holidays
IIc Body and health
IId Time
IIe Place and buildings
IIf Home and furniture
IIg Shopping and meals
IIh Finance
IIi Teaching
IIj Weather
IIk Clothing
IIl Material
IIm Concrete (only those not included in other categories)
IIn Abstract (only those not included in other categories)

III ADJECTIVES
IIIa Size
IIIb Colour
IIIc Quality

IV ADVERBS
IVa Place
IVb Time
IVc Manner
IVd Modality
IVe Degree
IVf Not included in other categories

V PRONOUNS

VI CONJUNCTIONS

VII PREPOSITIONS
VIIa Place
VIIb Time
VIIc Not included in other categories

VIII IDIOMS and EXPRESSIONS

2.2.3.2. *Proper names*

Proper names have not been included in the lists. It is suggested, however, that in language-specific lists some of the commonest proper names should be added. These will certainly have to include names of days of the week, names of months, names of some countries and important towns and perhaps a few very common Christian names.

2.2.3.3. *Compounds and derivatives*

A learner who has mastered the lists of a foreign language and who is familiar with some simple rules of composition and derivation has a vocabulary at his command (especially in listening and reading) that far exceeds the limitations of the lists themselves. For the threshold level it is

suggested that for each language separately it should be attempted to list those devices of composition and derivation that will enable the learner to increase his communicative power considerably without substantially adding to the learning load. This will entail different decisions for different languages. For English, for instance, recognition of simple negation by means of *un-* and *in-* (*kind - unkind, possible - impossible*) may be included in the requirements, but it may be decided not to penalise a candidate for over-generalising *un-* in speech or writing (*unpossible*).

In any case, no additional compounds or derivatives should be added in language-specific lists if they require a special learning effort because the meaning cannot be easily derived from the meanings of the component parts.

2.2.4. *Systematic vocabulary list*

I. VERBS

I₁ *Verbs denoting acticities not primarily involoing interpersonal contacts*

arrange	A
begin (tr.)	A
boil (tr.)	A
break (tr.)	A
bring	A
bring back	A
burn (tr.)	A
take care of	A
carry	A
change (tr.)	A
clean	A
close (tr.)	A
correct	A
cross (e.g. street)	P
cut	A
do	A
dress	A
drink	A
drive (e.g. car)	P
dry (tr.)	A
eat	A
end, finish (tr.)	A
fasten	P
fetch	A
fill (tr.)	A
find	A
fly	A
follow (come after, go after, go along)	A
get out, leave	A
get up, rise, stand up	A
go	A
hurry, make haste	A
include	P
keep	A
laugh	P
learn	A
leave, start (of persons)	A
listen	A
look	A
look at, watch	A
make (cause to exist)	A
mend, repair	A
open (tr.)	A
park	A
pass (tr.)	A
play	A
press (e.g. button)	P
pull, draw	P
push	P
put, place, set	A
put on (clothes)	A
put out (light), switch off	A
read	A
rest	A
send	A
shave	A
sit down	A
slow down	P
smoke	A
stop (tr.)	A
swim	A
take (take s.t. away *from* a place)	A
take (take s.t. *to* a place)	A
think	A
touch	A
translate	A
travel	A
try, attempt	A
turn (tr.)	A
use	A
wait	A
wait for	A
walk	A
wash	A
wear	A
work	A
wrap (up)	A
write	A

Ib *Verbs denoting activities primarily involoing interpersonal contacts*

accept	P
advise, recommend	A
answer	A
apply (for a job)	P
ask, request	A
awake (tr.)	A
book, reserve	A
borrow	A
buy	A
call (cry to s.o., summon)	A
call (give name)	A
dance	P
declare (at customs)	P
describe	P
disturb	P
earn	P
explain	A
give, hand to	A
help	A
hire, rent, let (from)	A
hire, rent, let (to)	A
hurt (tr.)	A
insure	A
invite	P
knock	P

	pay	A
	pronounce	A
	prove (tr.)	A
	register (in hotel, mail, etc.)	P
	repeat (say again)	A
	ring	P
	say	A
	sell	A
	serve	A
	show (tr.)	A
	speak, talk	A
	spell	A
	spend (money)	A
	steal	A
	teach	A
	telephone	A
	tell (story, information)	A
	thank	A
	visit	A
Ic	*Verbs denoting volition not primarily involving interpersonal contacts*	
	choose	A
	decide	A
	intend	A
	mean (have in mind)	A
	prefer	A
	want, desire, wish	A
Id	*Verbs denoting volition primarily involving interpersonal contacts*	
	agree	P
	excuse	A
	expect (s.o. to do s.t.)	A
	forbid	A
	let, allow, permit	A
	promise	A
Ie	*Verbs denoting perception*	
	hear	A
	see	A
	smell (tr.)	A
	taste (tr.)	A
If	*Verbs denoting attitude towards something or someone*	
	believe	A
	expect (s.t. to happen)	A
	forget	A
	hope	A
	know	A
	like	A
	love	A
	need	A
	remember	A
	suppose	A
	understand	A
	worry (be anxious)	A
Ig	*Verbs denoting events or occurrences*	
	arrive	A
	awake (intr.)	A
	become	A
	begin (intr.)	A
	be born	A
	break (intr.)	A
	burn (intr.)	A
	close (intr.)	A
	come	A
	come back, return	A
	dry (intr.)	A
	end, finish (intr.)	A
	fall	A
	follow, result	A
	get, receive	A
	happen	P
	hurt, ache (intr.)	A
	leave, start (train, etc.)	A
	lose (tr.)	A
	lose (intr.)	A
	open (intr.)	A
	pass (intr.)	A
	please (impersonal)	A
	rain	A
	reach (arrive at)	P
	smell (intr.)	A
	stop (intr.)	A
	suit (impersonal)	A
	taste (intr.)	A
	turn (intr.)	A
Ih	*Verbs denoting state or condition*	
	feel (ill, happy, etc.)	P
	have, possess, own	A
	include (impersonal)	P
	lie (be recumbent or situated)	A
	live (be alive)	P
	live (have residence)	A
	mean (signify)	A
	be right	A
	seem	A
	sleep	A
	stand	A
	stay, remain	A
	be wrong	A
II	*NOUNS*	
IIa	*Persons and personal data*	
	address	A
	adult	P
	age	A
	baby	A
	birth	P
	birthday	P
	boy	A
	child	A
	Christian name	P
	club	A
	daughter	A
	family	A
	farmer	A
	father	A
	foreigner, stranger	A
	friend	A
	gentleman	P
	girl	A
	God	P
	guest	A
	guide	P
	hairdresser	P
	husband	A
	lady	P
	madam (term of address)	A[1]
	man (male)	A
	man (human being)	A
	manager	P
	Miss	A
	mother	A
	Mr.	A
	Mrs.	A

1. Only if a customary form of address in the language concerned.

	name	A
	nationality	P
	parents	A
	people	P
	person	P
	police	A
	policeman	A
	postman	A
	profession, occupation	P
	sir (term of address)	A[1]
	sister	A
	son	A
	surname	P
	tourist	A
	wife	A
	woman	A
IIb	*Travel, traffic, holidays*	
	accident	A
	(by) air	A
	airport	A
	arrival	P
	baggage, luggage	A
	beach	P
	bicycle	P
	board (and lodging)	P
	border	A
	brake	A
	bridge	A
	bus	A
	(bus) stop	A
	camping ground	A
	car	A
	car-park	A
	carriage	P
	coast	P
	connection	P
	consul	A
	crossroads	A
	customs	A
	customs duty	P
	departure	P
	flight	P
	hotel	A
	journey	A
	letter	A
	letter-box	A
	lorry	A
	mail	P
	map	A
	motorcycle	A
	motorway	A
	packet, parcel	P
	passage (G. : Durchfahrt)	P
	passenger	P
	passport	A
	path	P
	pedestrian	P
	petrol station	A
	plane	A
	platform	P
	postage	P
	postcard	A
	poste restante	P
	post office	A
	railway	A
	return ticket	A
	road, way	A
	service	A
	ship	A
	sights	P
	single room	A
	single ticket	A
	souvenir	A
	stamp (postage)	A
	station (railway station)	A
	suitcase	A
	taxi	A
	telegram	A
	telephone	A
	tent	A
	ticket	A
	timetable	P
	tip	P
	tour	P
	tourist office	A
	traffic light	P
	train	A
	tyre	A
	underground, tube	P
	way out, exit	P
	youth hostel	P
IIc	*Body and health*	
	ache, pain	A
	chemist	A
	cold	A
	dentist	A
	doctor	A
	fever	A
	hair	A
	head	A
	health	P
	heart	A
	hunger	A
	medicine	A
	sleep	A
	thirst	A
	tooth	A
	wound	A
IId	*Time*	
	afternoon	A
	autumn	A
	century	P
	Christmas	P
	o'clock	A
	date	A
	day	A
	day after tomorrow	A
	day before yesterday	A
	Easter	P
	evening	A
	future	P
	holiday (day off)	P
	holiday (leave)	A
	hour	A
	quarter of an hour	A
	minute	A
	moment	P
	month	A
	morning	A
	night	A
	second	P
	spring	A
	summer	A
	time (G. : Zeit)	A
	week	A
	weekday	P

1. Only if a customary form of address in the language concerned.

	weekend	P
	winter	A
	year	A
IIe	*Place and buildings*	
	back (opp. front)	A
	castle	P
	centre, middle	A
	church	A
	cinema	P
	city, town	A
	corner	P
	country (e.g. France)	A
	direction	A
	earth, world	A
	east	A
	field	A
	front	A
	harbour	P
	hospital	A
	island	A
	lake	A
	land (opp. water)	A
	market	P
	mountain	A
	mountains (Fr. : montagne)	A
	museum	P
	north	A
	office	P
	park	A
	place	A
	port	P
	river	A
	sea	A
	south	A
	square	A
	street	A
	one way street	P
	theatre	P
	town hall	P
	valley	P
	village	A
	west	A
	wood, forest	A
IIf	*Home and furniture*	
	bath	A
	bathroom	A
	bed	A
	bedroom	A
	blanket	A
	chair	A
	cupboard	P
	door	P
	electricity	A
	entrance	P
	flat	A
	floor (Fr. : étage)	A
	furniture	A
	garage	A
	garden	A
	gas	A
	ground floor	A
	heating	A
	house	A
	key	A
	kitchen	A
	lamp	A
	lavatory	A
	lift	A
	light	A
	livingroom	A
	room	A
	sheet	A
	shower	A
	stairs	A
	table	A
	towel	A
	wall	P
	window	P
	year (G. : Hof)	A
IIg	*Shopping and meals*	
	baker	A
	beer	A
	bread	A
	breakfast	A
	butcher	A
	butter	A
	cheese	A
	chicken	A
	chocolate	A
	cigar	A
	cigarette	A
	coffee	A
	cream	A
	cup	A
	dessert	P
	dinner	A
	drink	P
	egg	A
	fish	A
	food	A
	fruit	A
	glass (object)	P
	grocer	A
	ice-cream	A
	lunch	A
	meal	P
	meat	A
	milk	A
	mineral water	A
	pastry	A
	potato	A
	pub	A
	restaurant	A
	rice	A
	roll (bread-roll)	A
	salad	A
	sale	P
	salt	A
	sandwich	P
	self-service	P
	shop	A
	soap	A
	soup	A
	store (dept. store)	P
	sugar	A
	tea	A
	tobacco	A
	vegetables	A
	waiter	A
	wine	A
IIh	*Finance*	
	bank	A
	bank account	P
	bill	A
	change	P
	small change	A
	cheque	A
	insurance	A
	money	A
	pay	P

	price	A
	rent	A
IIi	*Teaching*	
	course	A
	dictionary	A
	lesson	A
	master, teacher	A
	school	A
	student	A
	translation	A
IIj	*Weather*	
	fog	A
	rain	A
	snow	A
	storm	P
-	sunshine	A
	thunderstorm	A
	weather	A
	wind	A
IIk	*Clothing*	
	clothes	A
	coat	A
	dress	A
	[illegible]	A
	[illegible]	A
	jacket	P
	laundry	A
	pocket	A
	purse	A
	shirt	A
	shoe	A
	size	A
	skirt	A
	sock	A
	stocking	A
	suit	P
	tie	P
	trousers	A
	wallet	P
IIl	*Material*	
	metal	A
	oil	A
	paper	A
	petrol	A
	plastic	A
	water	A
IIm	*Concrete* (only those not included in other categories)	
	animal	A
	bag	A
	book	A
	bottle	A
	box	A
	button	P
	camera	A
	engine	A
	envelope	A
	factory	P
	film	A
	fire	A
	flower	A
	form (to be filled in)	P
	half	A
	ice	P
	insect	A
	match (G. : Streichholz)	A
	newspaper	A
	pair	A
	part	A
	pen	A
	pencil	P
	picture (G. : Bild)	A
	piece	A
	plant	A
	present (Fr. : cadeau)	A
	radio	A
	seat	A
	side	A
	signature	P
	story	A
	string	A
	television	A
	thing	A
	tree	A
	umbrella	A
	watch (timepiece)	A
	word	A
IIn	*Abstract* (only those not included in other categories)	
	advice	A
	answer	A
	art	P
	condition (terms)	P
	condition, situation, state	P
	conversation, discussion, talk	A
	dance	P
	danger	A
	degree	P
	difference	A
	difficulty	A
	end	A
	fault	A
	game	A
	heat	A
	idea	A
	information	A
	inquiry	P
	job	A
	language	A
	law	P
	lie	P
	life	A
	love	A
	meaning (signification)	A
	message	P
	mistake	A
	noise	A
	opinion	A
	order, command	P
	plan	P
	pleasure	P
	problem	A
	programme	P
	property	P
	quality	A
	question	A
	rest (repose)	A
	room (space)	A
	safety	P
	shade, shadow	A
	sign	P
	silence	P
	sport	P
	start, beginning	A
	stay (sojourn)	P
	strike (Fr. : grève)	P
	success	P
	surprise	P
	temperature	P

time (Fr. : fois)	A	
view (G. : Aussicht)	A	
visit	P	
war	A	
way (Fr. : manière)	A	
weight	P	
work	A	

III *ADJECTIVES*

IIIa *Size*

big	A
deep	A
high	A
little, small	A
long	A
short	A
thin	P

IIIb *Colour*

black	A
blue	A
brown	A
dark	A
green	A
grey	A
light	A
orange	P
red	A
white	A
yellow	A

IIIc *Quality*

afraid	A
bad	A
busy (street etc.)	A
certain, sure	A
cheap	A
clean	A
cold	A
dangerous	P
dead	A
dear (expensive)	A
dear (form of address)	P
different	A
difficult	A
dirty	A
dry	A
early	A
east	A
easy	A
empty	A
enough	A
far	A
fast	A
fine (beautiful)	A
foreign	A
free	A
full	A
furnished (rooms)	A
glad	A
good	A
half	A
hard (solid)	A
heavy	A
hot	A
hungry	A
ill	A
important	A
kind	A
last (final)	A
late (opp. : early)	A
left (opp. : right)	A
light (opp. : heavy)	A
necessary	A
next	A
normal	A
north	A
old	A
open	A
ordinary	A
pleasant, nice	A
possible	A
quiet	A
ready	A
real	A
right, correct	A
right (opp. : left)	A
safe	A
same	A
simple	A
sleepy	A
slow	A
soft	A
south	A
strange	A
strong	A
sweet (opp. : bitter)	A
thirsty	A
tired	A
true	A
warm	A
weak	A
west	A
whole	A
wrong	A
young	A

IV *ADVERBS*

IVa *Place*

abroad	P
ahead, forward	P
away	A
back	A
down (direction)	A
downstairs	A
everywhere	A
here	A
home (G. : nach Hause)	A
at home	A
nowhere	A
out, outside	A
round, about	P
somewhere	A
there	A
at the top	P
up (direction)	A
upstairs	A
where ?	A

IVb *Time*

again (once again)	A
ago	A
already	A
always	A
before	A
first	P
formerly	A
just	A
last night, year etc.	A
later (on), (afterwards)	A
never	A
not yet	A

	now	A
	often	A
	once	A
	at once	P
	seldom	P
	so far, as yet	P
	sometimes	A
	soon	A
	still	P
	suddenly	A
	then, next	A
	then (at the time)	A
	at the same time	P
	today	A
	tomorrow	A
	tonight	A
	usually	A
	when ?	A
	yesterday	A
IVc	*Manner*	
	accidentally (by chance)	A
	also	A
	free of charge	P
	how ?	A
	straight on	A
	together	A
IVd	*Modality*	
	of course	A
	even	P
	no	A
	not	A
	perhaps, maybe	A
	rather (G. : gerne, lieber)	A
	yes	A
IVe	*Degree*	
	about (circa)	A
	all, quite	A
	not at all	A
	almost, nearly	A
	as ... as	P
	hardly	P
	at least	P
	only	A
	rather (G. : ziemlich)	A
	too	A
	very	A
IVf	*Not included in other categories*	
	so, consequently	A
	well (Fr. : eh bien)	A
V	*PRONOUNS*	
	another (additional)	A
	any	A
	not any	A
	anybody	A
	anything	A
	both	A
	each	A
	everybody	A
	everything	A
	few	A
	a few	A
	former ... latter	P
	most	A
	much, many	A
	how much	A
	no	A
	nobody	A
	nothing	A
	one, people	A
	only	A
	other	A
	self (myself, yourself etc.)	A
	several	A
	some (a number of)	A
	some (quantity)	A
	somebody	A
	something	A
	such (a)	A
VI	*CONJUNCTIONS*	
	after	A
	and	A
	because, as	A
	before	A
	but	A
	for	P
	if (G. : ob)	A
	if (G. : wenn)	A
	or	A
	than	A
	that	A
	till	A
	when	A
	where	A
	while	A
VII	*PREPOSITIONS*	
VIIa	*Place*	
	about, round	A
	above	A
	across, through	A
	along	A
	among	A
	at, in	A
	before	A
	behind	A
	below, under	A
	beside, next to	A
	between	A
	by, near, with	A
	down	A
	from	A
	inside	P
	into	A
	on	A
	opposite	A
	out of	A
	over	P
	to, towards	A
	up	A
VIIb	*Time*	
	after	A
	at, on	A
	before	A
	by, towards	A
	during, for	A
	from	A
	in	A
	since	A
	till	A
VIIc	*Not included in other categories*	
	about (concerning)	A
	against	A
	because of	A

except		P
for		A
instead of		P
like		A
of		A
with		A
without		A

VIII *IDIOMS AND EXPRESSIONS*

and so on	A
beg pardon (Fr. : comment ?)	A
bye-bye, goodbye	A
by myself (oneself etc.)	A
excuse me	A
for example	A
got for a walk, ride (etc.)	A
goodnight (etc.)	A
help !	A
help yourself	P
here you are	A
how do you do	A
(be) in a hurry	A
I'd like...	A
I hope so	A
it doesn't matter	A
it's a pity	A
it's my (etc.) turn	P
look out ! (G. : Achtung !)	P
lose one's way	A
make an appointment	A
no parking	P
no smoking	P
not ... either	P
out of order	P
please (s.v.p.)	A
remember me to ...	A
see you again !	A
sorry !	A
stop !	A
thank you	A
thank you very much	A
that is	P
there is/are	A
till tomorrow (etc.)	A
turn (to the) left, right	A
wait a minute	A
what's the matter with...	A
what's the time	A
where are you from	A

2.2.3. *Alphabetical vocabulary list*

about (circa)	IVe	A
about, round	VIIa	A
about (concerning)	VIIc	A
above	VIIa	A
abroad	IVa	P
accept	Ib	P
accident	IIb	A
accidentally (by chance)	IVc	A
ache, pain	IIc	A
across, through	VIIa	A
address	IIa	A
adult	IIa	P
advice	IIn	A
advise, recommend	Ib	A
afraid	IIIc	A
after	VI	A
after	VIIb	A
afternoon	IId	A
again (once again)	IVb	A
against	VIIc	A
age	IIa	A
ago	IVb	A
agree	Id	P
ahead, forward	IVa	P
(by) air	IIb	A
airport	IIb	A
all, quite	IVe	A
not at all	IVe	A
almost, nearly	IVe	A
along	VIIa	A
already	IVb	A
also	IVc	A
always	IVb	A
among	VIIa	A
and	VI	A
and so on	VIII	A
animal	IIm	A
another (additional)	V	A
answer	Ib	A
answer	IIn	A
any	V	A
not any	V	A
anybody	V	A
anything	V	A
apply (for a job)	Ib	P
arrange	Ia	A
arrival	IIb	P
arrive	Ig	A
art	IIa	P
as .... as	IVe	P
ask, request	Ib	A
at, in	VIIa	A
at, on	VIIb	A
autumn	IId	A
awake (tr.)	Ib	A
awake (intr.)	Ig	A
away	IVa	A
baby	IIa	A
back (opp. front)	IIe	A
back	IVa	A
bad	IIIc	A
bag	IIm	A
baggage, luggage	IIb	A
baker	IIg	A
bank	IIh	A
bank account	IIh	P
bath	IIf	A
bathroom	IIf	A
beach	IIb	P
because, as	VI	A
because of	VIIc	A
become	Ig	A
bed	IIf	A
bedroom	IIf	A
beer	IIg	A
before	IVb	A
before	VI	A
before	VIIa	A
before	VIIb	A
begin (tr.)	Ia	A
begin (intr.)	Ig	A
beg pardon (Fr. : comment ?)	VIII	A

behind	VIIa	A	child	IIa	A
be in a hurry	VIIt	A	chocolate	IIg	A
believe	I	A	choose	Ic	A
below, under	VIIa	A	Christian name	IIa	P
beside, next to	VIIa	A	Christmas	IId	P
between	VIIa	A	church	IIe	A
bicycle	IIb	P	cigar	IIg	A
big	IIIa	A	cigarette	IIg	A
bill	IIh	A	cinema	IIe	P
birth	IIa	P	city, town	IIe	A
birthday	IIa	P	clean	Ia	A
black	IIIb	A	clean	IIIc	A
blanket	IIf	A	o'clock	IId	A
blue	IIIb	A	close (tr.)	Ia	A
board (and lodging)	IIb	P	close (intr.)	Ig	A
boil (tr.)	Ia	A	clothes	IIk	A
book, reserve	Ib	A	club	IIa	A
book	IIm	A	coast	IIb	P
border	IIb	A	coat	IIk	A
be born	Ig	A	coffee	IIg	A
borrow	Ib	A	cold	IIc	A
both	V	A	cold	IIIc	A
bottle	IIm	A	come	Ig	A
box	IIm	A	come back, return	Ig	A
boy	IIa	A	condition (terms)	IIn	P
brake	IIb	A	condition, situation, state	IIn	P
bread	IIg	A	connection	IVb	P
break (tr.)	Ia	A	consul	IIb	A
break (intr.)	Ig	A	conversation, discussion, talk	IIn	A
breakfast	IIg	A	corner	IIe	P
bridge	IIb	A	correct	Ia	A
bring	Ia	A	correct, right	IIIc	A
bring back	Ia	A	country (e.g. France)	IIe	A
brown	IIIb	A	course	IIi	A
burn (tr.)	Ia	A	of course	IVd	A
burn (intr.)	Ig	A	cream	IIg	A
bus	IIb	A	cross (e.g. street)	Ia	P
(bus) stop	IIb	A	crossroads	IIb	A
busy (street etc.)	IIIc	A	cup	IIg	A
but	VI	A	cupboard	IIf	P
butcher	IIg	A	customs	IIb	A
butter	IIg	A	customs duty	IIb	P
button	IIm	P	cut	Ia	A
buy	Ib	A	dance	Ib	P
by, near, with	VIIa	A	dance	IIn	P
by, towards	VIIb	A	danger	IIn	A
bye-bye, goodbye	VIII	A	dangerous	IIIc	P
by myself (oneself etc.)	VIII	A	dark	IIIb	A
call (cry to s.o., summon)	Ib	A	date	IId	A
call (give name)	Ib	A	daughter	IIa	A
camera	IIm	A	day	IId	A
camping ground	IIb	A	day after tomorrow	IId	A
car	IIb	A	day before yesterday	IId	A
take care of	Ia	A	dead	IIIc	A
car-park	IIb	A	dear (expensive)	IIIc	A
carriage	IIb	P	dear (form of address)	IIIc	P
carry	Ia	A	decide	Ic	A
castle	IIe	P	declare (at customs)	Ib	P
centre, middle	IIe	A	deep	IIIa	A
century	IId	P	degree	IIn	P
certain, sure	IIIc	A	dentist	IIc	A
chair	IIf	A	departure	IIb	P
change (tr.)	Ia	A	describe	Ib	P
change	IIh	P	dessert	IIg	P
small change	IIh	A	dictionary	IIi	A
free of charge	IVc	P	difference	IIn	A
cheap	IIIc	A	different	IIIc	A
cheese	IIg	A	difficult	IIIc	A
chemist	IIc	A	difficulty	IIn	A
cheque	IIh	A	dinner	IIg	A
chicken	IIg	A	direction	IIe	A

dirty	IIIc	A
disturb	Ib	P
do	Ia	A
doctor	IIc	A
door	IIf	P
down (direction)	IVa	A
down	VIIa	A
downstairs	IVa	A
dress	Ia	A
dress	IIk	A
drink	Ia	A
drink	IIg	P
drive (e.g. car)	Ia	P
dry (tr.)	Ia	A
dry (intr.)	Ig	A
dry	IIIc	A
during, for	VIIb	A
each	V	A
early	IIIc	A
earn	Ib	P
earth, world	IIe	A
east	IIe	A
east	IIIc	A
Easter	IId	P
easy	IIIc	A
eat	Ia	A
egg	IIg	A
electricity	IIf	A
empty	IIIc	A
end, finish (tr.)	Ia	A
end, finish (intr.)	Ig	A
end	IIn	A
engine	IIm	A
enough	IIIc	A
entrance	IIf	P
envelope	IIm	A
even	IVd	P
evening	IId	A
everybody	V	A
everything	V	A
everywhere	IVa	A
except	VIIc	P
excuse	Id	A
excuse me	VIII	A
expect (s.o. to do s.t.)	Id	A
expect (s.t. to happen)	If	A
explain	Ib	A
factory	IIm	P
fall	Ig	A
family	IIa	A
far	IIIc	A
farmer	IIa	A
fast	IIIc	A
fasten	Ia	P
father	IIa	A
fault	IIn	A
feel (ill, happy etc.)	Ih	P
fetch	Ia	A
fever	IIc	A
few	V	A
a few	V	A
field	IIe	A
fill (tr.)	Ia	A
film	IIm	A
find	Ia	A
fine (beautiful)	IIIc	A
fire	IIm	A
first	IVb	P
fish	IIg	A
flat	IIf	A
flight	IIb	P
floor (Fr. : étage)	IIf	A
flower	IIm	A
fly	Ia	A
fog	IIj	A
follow (come after, go after, go along)	Ia	A
follow, result	Ig	A
food	IIg	A
for	VI	P
for	VIIc	A
forbid	Id	A
foreign	IIIc	A
foreigner, stranger	IIa	A
for example	VIII	A
forget	If	A
form (to be filled in)	IIm	P
former ... latter	V	P
formerly	IVb	A
free	IIIc	A
friend	IIa	A
from	VIIa	A
from	VIIb	A
front	IIe	A
fruit	IIg	A
full	IIIc	A
furnished (rooms)	IIIc	A
furniture	IIf	A
future	IId	P
game	IIn	A
garage	IIf	A
garden	IIf	A
gas	IIf	A
gentleman	IIa	P
get, receive	Ig	A
get out, leave	Ia	A
get up, rise, stand up	Ia	A
girl	IIa	A
give, hand to	Ib	A
glad	IIIc	A
glass (object)	IIg	P
glasses	IIk	A
go	Ia	A
God	IIa	P
go for a walk, ride (etc.)	VIII	A
good	IIIc	A
goodnight (etc.)	VIII	A
green	IIIb	A
grey	IIIb	A
grocer	IIg	A
ground floor	IIf	A
guest	IIa	A
guide	IIa	P
hair	IIc	A
hairdresser	IIa	P
half	IIm	A
half	IIIc	A
happen	Ig	P
harbour	IIe	P
hard (solid)	IIIc	A
hardly	IVe	P
hat	IIk	A
have, possess, own	Ih	A
head	IIc	A
health	IIc	P
hear	Ie	A
heart	IIc	A
heat	IIn	A
heating	IIf	A
heavy	IIIc	A
help	Ib	A
help !	VIII	A
help yourself	VIII	P

here	IVa	A
here you are	VIII	A
high	IIIa	A
hire, rent, let (from)	Ib	A
hire, rent, let (to)	Ib	A
holiday (day off)	IId	P
holiday (leave)	IId	A
home (G. : nach Hause)	IVa	A
at home	IVa	A
hope	If	A
hospital	IIe	A
hot	IIIc	A
hotel	IIb	A
hour	IId	A
quarter of an hour	IId	A
house	IIf	A
how ?	IVc	A
how do you do	VIII	A
hunger	IIc	A
hungry	IIIc	A
hurry, make haste	Ia	A
hurt (tr.)	Ib	A
hurt, ache (intr.)	Ig	A
husband	IIa	A
ice	IIm	P
ice-cream	IIg	A
idea	IIn	A
I'd like	VIII	A
if (G. : ob)	VI	A
if (G. : wenn)	VI	A
I hope so	VIII	A
ill	IIIc	A
important	IIIc	A
in	VIIb	A
(be) in a hurry	VIII	A
include	Ia	P
include (impersonal)	Ih	P
information	IIn	A
inquiry	IIn	P
insect	IIm	A
inside	VIIa	P
instead of	VIIc	P
insurance	IIh	A
insure	Ib	A
intend	Ic	A
into	VIIa	A
invite	Ib	P
island	IIe	A
it doesn't matter	VIII	A
it's a pity	VIII	A
it's my (etc.) turn	VIII	P
jacket	IIk	P
job	IIn	A
journey	IIb	A
just	IVb	A
keep	Ia	A
key	IIf	A
kind	IIIc	A
kitchen	IIf	A
knock	Ib	P
know	If	A
lady	IIa	P
lake	IIe	A
lamp	IIf	A
land (opp. water)	IIe	A
language	IIn	A
last (final)	IIIc	A
last night, year etc.	IVb	A
late (opp. : early)	IIIc	A
later (on), (afterwards)	IVb	A
laugh	Ia	P
laundry	IIk	A
lavatory	IIf	A
law	IIn	P
learn	Ia	A
at least	IVe	P
leave, start (o. persons)	Ia	A
leave, start (train etc.)	Ig	A
left (opp. : right)	IIIc	A
lesson	IIi	A
let, allow, permit	Id	A
letter	IIb	A
letter-box	IIb	A
lie (be recumbent, or situated)	Ih	A
lie	IIn	P
life	IIn	A
lift	IIf	A
light	IIf	A
light (opp. : dark)	IIIb	A
light (opp. : heavy)	IIIc	A
like	If	A
like	VIIc	A
listen	Ia	A
little, small	IIIa	A
live (be alive)	Ih	P
live (have residence)	Ih	A
livingroom	IIf	A
long	IIIa	A
look	Ia	A
look at, watch	Ia	A
look out ! (G. : Achtung !)	VIII	P
lorry	IIb	A
lose (tr.)	Ig	A
lose (intr.)	Ig	A
lose one's way	VIII	A
love	If	A
love	IIn	A
lunch	IIg	A
madam	IIa	A[1]
mail	IIb	P
make (cause to exist)	Ia	A
make an appointment	VIII	A
man (male)	IIa	A
man (human being)	IIa	A
manager	IIa	P
map	IIb	A
market	IIe	P
master, teacher	IIi	A
match (G. : Streichholz)	IIm	A
meal	IIg	P
mean (have in mind)	Ic	A
mean (signify)	Ih	A
meaning (signification)	IIn	A
meat	IIg	A
medicine	IIc	A
mend, repair	Ia	A
message	IIn	P
metal	IIl	A
milk	IIg	A
mineral water	IIg	A
minute	IId	A
Miss	IIa	A
mistake	IIn	A
moment	IId	P
money	IIh	A
month	IId	A
morning	IId	A
most	V	A
mother	IIa	A
motorcycle	IIb	A

1. Only if a customary form of address in the language concerned.

motorway	IIb	A
mountain	IIe	A
mountains (Fr. : montagne)	IIe	A
Mr.	IIa	A
Mrs.	IIa	A
much, many	V	A
how much	V	A
museum	IIe	P
name	IIa	A
nationality	IIa	P
necessary	IIIc	A
need	If	A
never	IVb	A
new	IIIc	A
newspaper	IIm	A
next	IIIc	A
night	IId	A
no	IVd	A
no	V	A
nobody	V	A
noise	IIn	A
no parking	VIII	P
normal	IIIc	A
north	IIe	A
north	IIIc	A
no smoking	VIII	P
not	IVd	A
not . . . either	VIII	P
nothing	V	A
now	IVb	A
nowhere	IVa	A
not yet	IVb	A
of	VIIc	A
office	IIe	P
often	IVb	A
oil	III	A
old	IIIc	A
on	VIIa	A
once	IVb	A
at once	IVb	P
one, people	V	A
only	IVe	A
only	V	A
open (tr.)	Ia	A
open (intr.)	Ig	A
open	IIIc	A
opinion	IIn	A
opposite	VIIa	A
or	VI	A
orange	IIIb	P
order, command	IIn	P
ordinary	IIIc	A
other	V	A
out, outside	IVa	A
out of	VIIa	A
out of order	VIII	P
over	VIIa	P
packet, parcel	IIb	P
pair	IIm	A
paper	III	A
parents	IIa	A
park	Ia	A
park	IIe	A
part	IIm	A
pass (tr.)	Ia	A
pass (intr.)	Ig	A
passage (G. : Durchfahrt)	IIb	P
passenger	IIo	P
passport	IIb	A
pastry	IIg	A
path	IIb	P
pay	Ib	A
pay	IIh	P
pedestrian	IIb	P
pen	IIm	A
pencil	IIm	P
people	IIa	P
perhaps, maybe	IVd	A
person	IIa	P
petrol	III	A
petrol station	IIb	A
picture (G. : Bild)	IIm	A
piece	IIm	A
place	IIe	A
plan	IIn	P
plane	IIb	A
plant	IIm	A
plastic	III	A
platform	IIb	P
play	Ia	A
pleasant, nice	IIIc	A
please (impersonal)	Ig	A
please (s.v.p.)	VIII	A
pleasure	IIn	P
pocket	IIk	A
police	IIa	A
policeman	IIa	A
port	IIe	P
possible	IIIc	A
postage	IIb	P
postcard	IIb	A
poste restante	IIb	P
postman	IIa	A
post office	IIb	A
potato	IIg	A
prefer	Ic	A
present (Fr. : cadeau)	IIm	A
press (e.g. a button)	Ia	P
price	IIh	A
problem	IIn	A
profession, occupation	IIa	P
programme	IIn	P
promise	Id	A
pronounce	Ib	A
property	IIn	P
prove (tr.)	Ib	A
pub	IIg	A
pull, draw	Ia	P
purse	IIk	A
push	Ia	P
put, place, set	Ia	A
put on (clothes)	Ia	A
put out (light), switch off	Ia	A
quality	IIn	A
question	IIn	A
quiet	IIIc	A
radio	Iím	A
railway	IIb	A
rain	Ig	A
rain	IIj	A
rather (G. : gerne, lieber)	IVd	A
rather (G. : ziemlich)	IVe	A
reach (arrive at)	Ig	P
read	Ia	A
ready	IIIc	A
real	IIIc	A
red	IIIb	A
register (in hotel, mail etc.)	Ib	P
remember	If	A
remember me to . . .	VIII	A
rent	IIh	A
repeat (say again)	Ib	A

rest	Ia	A
rest (repose)	IIn	A
restaurant	IIg	A
returnticket	IIb	A
rice	IIg	A
right, correct	IIIc	A
right (opp. : left)	IIIc	A
be right	Ih	A
ring	Ib	P
river	IIe	A
road, way	IIb	A
roll (bread-roll)	IIg	A
room	IIf	A
room (space)	IIn	A
round, about	IVa	P
safe	IIIc	A
safety	IIn	P
salad	IIg	A
sale	IIg	P
salt	IIg	A
same	IIIc	A
sandwich	IIg	P
say	Ib	A
school	IIi	A
sea	IIe	A
seat	IIm	A
second	IId	P
see	Ie	A
seem	Ih	A
see you again !	VIII	A
seldom	IVb	P
self (myself, yourself etc.)	V	A
self-service	IIg	P
sell	Ib	A
send	Ia	A
serve	Ib	A
service	IIb	A
several	V	A
shade, shadow	IIn	A
shave	Ia	A
sheet	IIf	A
ship	IIb	A
shirt	IIk	A
shoe	IIk	A
shop	IIg	A
short	IIIa	A
show (tr.)	Ib	A
shower	IIf	A
side	IIm	A
sights	IIb	P
sign	IIn	P
signature	IIm	P
silence	IIn	P
simple	IIIc	A
since	VIIb	A
single room	IIb	A
single ticket	IIb	A
sir (term of address)	IIa	A[1]
sister	IIa	A
sit down	Ia	A
size	IIk	A
skirt	IIk	A
sleep	Ih	A
sleep	IIc	A
sleepy	IIIc	A
slow	IIIc	A
slow down	Ia	P
smell (tr.)	Ie	A
smell (intr.)	Ig	A
smoke	Ia	A
snow	IIj	A
so, consequently	IVf	A
soap	IIg	A
sock	IIk	A
so far, as yet	IVb	P
soft	IIIc	A
some (a number of)	V	A
some (quantity)	V	A
somebody	V	A
something	V	A
sometimes	IVb	A
somewhere	IVa	A
son	IIa	A
soon	IVb	A
sorry !	VIII	A
soup	IIg	A
south	IIe	A
south	IIIc	A
souvenir	IIb	A
speak, talk	Ib	A
spell	Ib	A
spend (money)	Ib	A
sport	IIn	P
spring	IId	A
square	IIe	A
stairs	IIf	A
stamp (postage)	IIb	A
stand	Ih	A
start, beginning	IIn	A
station (railway station)	IIb	A
stay, remain	Ih	A
stay (sojourn)	IIn	P
steal	Ib	A
still	IVb	P
stocking	IIk	A
stop (tr.)	Ia	A
stop (intr.)	Ig	A
stop !	VIII	A
store (dept. store)	IIg	P
storm	IIj	P
story	IIm	A
straight on	IVc	A
strange	IIIc	A
street	IIe	A
one way street	IIe	P
strike (Fr. : grève)	IIn	P
string	IIm	A
strong	IIIc	A
student	IIi	A
success	IIn	P
such (a)	V	A
suddenly	IVb	A
sugar	IIg	A
suit (impersonal)	Ig	A
suit	IIk	P
suitcase	IIb	A
summer	IId	A
sunshine	IIj	A
suppose	If	A
surname	IIa	P
surprise	IIn	P
sweet (opp. : bitter)	IIIc	A
swim	Ia	A
table	IIf	A
take (s.t. away *from* a place)	Ia	A
take (s.t. *to* a place)	Ia	A
taste (tr.)	Ie	A
taste (intr.)	Ig	A
taxi	IIb	A

1. Only if a customary form of address in the language concerned.

tea	IIg	A
teach	Ib	A
telegram	IIb	A
telephone	Ib	A
telephone	IIb	A
television	IIm	A
tell (story, information)	Ib	A
temperature	IIn	P
tent	IIb	A
than	VI	A
thank	Ib	A
thank you	VIII	A
thank you very much	VIII	A
that	VI	A
that is	VIII	P
theatre	IIe	P
then, next	IVb	A
then (at the time)	IVb	A
there	IVa	A
there is/are	VIII	A
thin	IIIa	P
thing	IIm	A
think	Ia	A
thirst	IIc	A
thirsty	IIIc	A
thunderstorm	IIj	A
ticket	IIb	A
tie	IIk	P
till	VI	A
till	VIIb	A
till tomorrow (etc.)	VIII	A
time (G. : Zeit)	IId	A
time (Fr. : fois)	IIn	A
at the same time	IVb	P
timetable	IIb	P
tip	IIb	P
tired	IIIc	A
to, towards	VIIa	A
tobacco	IIg	A
today	IVb	A
together	IVc	A
tomorrow	IVb	A
tonight	IVb	A
too	IVe	A
tooth	IIc	A
at the top	IVa	P
touch	Ia	A
tour	IIb	P
tourist	IIa	A
tourist office	IIb	A
towel	IIf	A
town hall	IIe	P
traffic light	IIb	P
train	IIb	A
translate	Ia	A
translation	IIi	A
travel	Ia	A
tree	IIm	A
trousers	IIk	A
true	IIIc	A
try, attempt	Ia	A
turn (tr.)	Ia	A
turn (intr.)	Ig	A
turn (to the) left, right	VIII	A
tyre	IIb	A
umbrella	IIm	A
underground, tube	IIb	P
understand	If	A
up	VIIa	A
up (direction)	IVa	A
upstairs	Ia	A
use	IVa	A
usually	IVb	A
valley	IIe	P
vegetables	IIg	A
very	IVe	A
view (G. : Aussicht)	IIn	A
village	IIe	A
visit	Ib	A
visit	IIn	P
wait	Ia	A
wait a minute	VIII	A
wait for	Ia	A
waiter	IIg	A
walk	Ia	A
wall	IIf	P
wallet	IIk	P
want, desire, wish	Ic	A
war	IIn	A
warm	IIIc	A
wash	Ia	A
watch (timepiece)	IIm	A
water	IIl	A
way (Fr. : manière)	IIn	A
way out, exit	IIb	P
weak	IIIc	A
wear	Ia	A
weather	IIj	A
week	IId	A
weekday	IId	P
weekend	IId	P
weight	IIn	P
well (Fr. : eh bien !)	IVf	A
west	IIe	A
west	IIIc	A
what's the matter with ...	VIII	A
what's the time	VIII	A
when ?	IVb	A
when	VI	A
where ?	IVa	A
where	VI	A
where are you from	VIII	A
while	VI	A
white	IIIb	A
whole	IIIc	A
wife	IIa	A
wind	IIj	A
window	IIf	P
wine	IIg	A
winter	IId	A
with	VIIc	A
without	VIIc	A
woman	IIa	A
wood, forest	IIe	A
word	IIm	A
work	Ia	A
work	IIn	A
worry (be anxious)	If	A
wound	IIc	A
wrap (up)	Ia	A
write	Ia	A
wrong	IIIc	A
be wring	Ih	A
yard (G. : Hof)	IIf	A
year	IId	A
yellow	IIIb	A
yes	IVd	A
yesterday	IVb	A
young	IIIc	A
youth hostel	IIb	P

2.3. *The grammar lists*

The first grammar list presented in this paper is the result of an attempt to draw up a list of basic linguistic elements, usually called grammatical, which would satisfy the needs of learners at threshold level. It is a non-language-specific list based on a comparison of a number of widely used modern course books for beginners in various European languages. In accordance with our expectations (Analysis, 5.12.) it proved that the variety of surface phenomena in different languages precluded the composition of a non-language-specific list which, like our vocabulary lists, could be easily adapted for various individual languages. As a consequence, the list presented here can be no more than a guideline for composers of language-specific lists. Moreover, it was found necessary to intersperse such warnings as "only if essential at a basic level of communication".

The second list is an outline of a basic grammar list for English. It is an attempt to apply the first list to English while taking into account the results of a comparison of a number of elementary English course books. The author feels that the resulting list should be regarded as no more than at best a provisional one. Moreover it is no more than an outline. It gives only general indications of what grammatical devices should be included in a syllabus. Particularly the functions in which the various devices are to be used at threshold level should be specified in order to make the list sufficiently explicit. At this stage, however, it would seem preferable to postpone such a specification at least until the results of another study, dealing with grammatical specifications and undertaken simultaneously with the present one by Professor Wilkins, have become available.

As yet little is known about what grammatical ability is actually needed in the kind of situations that the learner is expected to be able to cope with at threshold level. If, for want of data, we have composed our grammar lists on the basis of existing course books, we have merely continued the current practice of grammatical sequencing which is based on a mixture of assumptions with regard to linguistic structure, to verbal communication practice and to language learning. A more satisfactory definition of the grammatical content of the threshold level will require further research.

2.3.1. *Non-language-specific grammar list*

I. SENTENCES TYPES

1. Declarative sentences.
2. Interrogative sentences, including :
   - Pronominal questions.
   - Yes/No questions.
3. Imperative sentences :
   - Commands.
   - Polite requests.

All three types affirmative and negative.

Complexity : up to sentences containing 2 complements.

Compound sentences :

1. Co-ordination with *and, but, or.*
2. Subordination :
   - 2.1. Object clauses.
   - 2.2. Adverbial clauses : time, condition, cause, reason.

II VERBS

1. Main verbs (see vocabulary list).
2. Copula.
3. Auxiliaries of tense (cf. III).
4. Auxiliaries of modality :

4.1. Ability.
4.2. Necessity, obligation.
4.3. Permission.
4.4. Volition.

5. Any other auxiliary essential at a basic level of communication in individual languages, e.g. English *to do*, *to be* in progressive etc.

Verbal forms

1. Finite forms.
2. Infinitive.
3. Imperative.
4. Past participle.
5. Present participle only in those languages where essential at a basic level of communication, e.g. in English progressive.

Voice :

1. Active.
2. Passive only for receptive skills.

III. TENSES

1. Present simple.
2. Past simple.
3. Present perfect.
4. Past perfect.
5. The simplest device to refer to the future, whether by means of adverbs exclusively, by means of an auxiliary, or by means of a verbal suffix ; other highly frequent devices only for receptive skills.

IV. NOUNS

Singular.
Plural, only of those nouns included in the vocabulary list.
Case forms only if essential at a basic level of communication.
Diminutives only if essential at a basic level of communication.

V. ADJECTIVES

Predicative.
Attributive.

Degrees of comparison :

Comparative for receptive and productive skills.
Superlative for receptive skills, optionally for productive skills.

VI. ADVERBS

Those included in the vocabulary list.

VII. ARTICLES

Definite (the).
Indefinite (a, an).
Other forms only if essential at a basic level of communication (e.g. French *du*, *de la*, *des*).

VIII. PRONOUNS

1. Personal : all forms essential at a basic level of communication.
2. Possessive :

Attributive.
Absolute only in those languages where essential at a basic level of communication.

3. Demonstrative, including *such*.

4. Interrogative : all forms essential at a basic level of communication.

5. Indefinite : the simplest devices for expressing the concepts listed in the vocabulary under "pronouns".

6. Reflexive.

7. Other pronominal forms essential at a basic level of communication in individual languages (e.g. English "propword" *one*, French *en/y*).

IX. NUMERALS

Cardinal numerals.
Ordinal numerals.

X. Other grammatical devices essential at a basic level of communication in individual languages.

2.3.2. *English grammar list*

I. SENTENCE TYPES

1. Declarative sentences.

2. Interrogative sentences :
   Wh-questions.
   Yes/No questions.

3. Imperative sentences :
   Commands.
   Polite requests.

All three types affirmative and negative.

Complexity : up to sentences containing two complements.

Compound sentences :

1. Co-ordination with *and*, *but*, *or*.

2. Subordination :
   2.1. Object clauses.
   2.2. Adverbial clauses : time,
   condition,
   cause, reason.

II. VERBS

1. Main verbs (see vocabulary list).

2. Copula : *be*.

3. Auxiliaries of tense : *have*, *will*, *be going to*.

4. Auxiliaries of modality :
   4.1. Ability : *can*, *be able to*.
   4.2. Necessity, obligation : *must*, *have to*.
   4.3. Permission : *may*, *be allowed to*.
   4.4. Volition : *want*.
   4.5. Aspect : *be*.
   4.6. Periphrasis : *do*.

Verbal forms :

1. Finite forms.

2. Infinitive : (*a*) plain infinitive (with auxiliaries) ;
   (*b*) infinitive + *to* (in combination with other verbs, e.g. *want*, *try*).

3. Imperative.

4. Past participle (in perfect tenses and, for receptive skills, in passive voice).
5. Present participle (in progressive).

Voice :

Active.
Passive only for receptive skills.

Aspect :

Simple forms.
Progressive.

III. TENSES

1. Present simple.
2. Past simple.
3. Present perfect.
4. Past perfect.
5. Present future : *will, be going to.*

IV. NOUNS

Singular.
Plural, only those nouns included in vocabulary list.

V. ADJECTIVES

Predicative.
Attributive.

Degrees of comparison :

Comparative (*-er, more*) for receptive and productive skills.
Superlative (*-est, most*) for receptive skills, optionally for productive skills.

VI. ADVERBS

Derivation with *-ly.*
Categories : see vocabulary list.

VII. ARTICLES

Definite : *the.*
Indefinite : *a, an.*

VIII. PRONOUNS

1. Personal : nominative and oblique.
2. Possessive :
   Attributive.
   Absolute.
3. Demonstrative, including *such.*
4. Interrogative : *who, whose, what, which.*
5. Indefinite (see vocabulary list).
6. Reflexive.
7. Propword *one.*

IX. NUMERALS

Cardinal numerals.
Ordinal numerals.

3. *Behavioural specification*

3.1. *Receptive ability and productive ability*

For defining purposes it is convenient to divide linguistic ability into two broad categories : receptive ability (the term does little justice to the activity that goes on in the mind of a listener or a reader ; "interpretative" might be preferable) and productive ability.

Receptive ability covers the skills of listening and reading. For both of these skills communicative ability may be described as :

the ability to grasp the essence of an utterance or of a series of utterances.

Productive ability comprises speaking and writing. A general description of this ability *qua communicative ability* is :

the ability to make oneself easily understood in the foreign language to a native speaker of that language.

Both abilities — receptive and productive — have to be specified explicitly.

3.1.1. *Lexical and grammatical specifications*

A major specification of the threshold level is provided by the lexical and syntactic restrictions imposed by the vocabulary and syntax lists. For receptive ability this means that the utterances the learner is expected to "grasp the essence of" must not contain other elements than those that can be easily understood by one who has mastered the elements provided by the lists *or* that if they contain other elements these should be in no way essential to the overall understanding of the utterances. For productive ability the specification defines both the range of topics the learner may be expected to deal with and the degree of subtlety with which he may be expected to express himself. It may be objected here that productive communicative ability is by no means solely determined by the range of lexical and syntactic items a speaker or writer has at his disposal. One person may communicate more effectively with a corpus of 1 000 lexical items than a less gifted speaker with 3 000 items at his disposal. For our purposes, the specification of a proficiency level, this objection can be met by pointing out that what is required of the learner, and what will be rewarded at examinations, is a *minimum* achievement. That a particularly gifted learner attains more than a minimally required score is normal at all examinations and tests.

3.2. *Receptive skills, further specifications*

If for tests of productive skills it can be left to the learners themselves to express themselves at the level of complexity which their ability allows, for tests of receptive skills a further specification of admissible complexity in the utterances presented is desirable. After all, "it is certainly not enough to stipulate that no other than certain simple rules may be involved in the generation of the utterances because of the recurrent nature of syntactic rules. If a 'simple' rule operates again and again this may result in a very 'difficult' sentence in spite of its fundamental syntactic simplicity." (Analysis, 5.19.). The fundamental lexical and syntactic simplicity of a sentence such as "John said that Peter thought that William had promised that he would help John if Peter would help him too" does not necessarily make it easy to understand, especially not if produced orally. Unfortunately, no conclusive information is available about the relation between such parameters as sentence length, syntactic complexity, degrees of subordination etc., and demands made on the linguistic skill of the reader or listener. The problem is even further complicated by the dearth of information on parameters of semantic complexity and their relation to the degree of linguistic skill required of the reader or listener. In Analysis (5.19.) it was suggested that utterance length, expressed as the total number of syllables, could be used as a restraint on complexity. However, since the time of writing the Analysis I have realised that this seemingly simple solution cannot really solve the problem, not even on a purely practical level. Utterance length and complexity are not necessarily directly related. Moreover, in spoken language, the boundaries of conceptual (and of perceptual) units may be quite different from the utterance boundaries.

I conclude that the present state of our knowledge does not allow a further specification of admissible complexity in texts used in tests of receptive skills. For the time being we shall have to rely on the intuitive judgments of test constructors, added to the restraints imposed by the limitations of our lexical and syntactic lists. At threshold level one hardly foresees serious difficulties in this respect. At higher levels, however, this will be a troublesome factor.

3.2.1. *Listening*

The level of skill required for the understanding of spoken utterances is related to, among other things, speech rate and accent. At the lowest level, the threshold level, it seems reasonable to demand no more than the ability to understand utterances spoken by one person at a time at normal or below-normal speech rate in a carefully articulated standard accent. This will have to be specified as "more than x centiseconds per syllable and less than y centiseconds per syllable" (Analysis, 5.20.). It should be pointed out, as Mr. Trim reminded me in a discussion, that a below-normal speech rate is not achieved in any natural way by just drawing out each syllable beyond its normal length, but rather by lengthening the pauses between tone-units, in which case syllable length may remain normal or become slightly longer than normal. Research on speech rate is in progress, but at the moment of writing no definite results have become available, so that the substitution of figures for x and y in the above statement has to be postponed. Nor is at present any more exact specification possible of what constitutes "a carefully articulated standard accent". However, the present impossibility to define this concept explicitly in no way invalidates the concept itself or detracts from its usefulness. It may be expected that if a number of educated native speakers are individually asked to say whether an utterance is spoken with "a carefully articulated standard accent" or not, there will be a sufficiently high inter-judge correlation for these judgments to ensure an acceptable degree of objectivity.

Another measure of skill in oral comprehension is the amount of distortion of the acoustic signal that the learner will tolerate without diminished understanding. At threshold level it is reasonable to expect no more than the ability to understand spoken utterances which are presented in the clearest way possible. This means that the acoustic signal should reach the listener with the least possible distortion. In test conditions this may necessitate the use of top quality studio recordings and earphones (Analysis, 5.21.).

Furthermore it has to be decided whether during tests the learner will be given one *or* two opportunities to listen to the utterance(s) *or* as many as he likes. At threshold level I would suggest *two* opportunities. At higher levels a single opportunity may be thought preferable for reasons of validity. In real life situations a single opportunity to understand a message is usually all a listener gets.

It must also be decided whether the learner will be expected to remember a continuous text of some considerable length or only one short passage at a time. At threshold level the memory load should be kept down to a minimum, so that only short passages should be used (of a maximum length to be further specified in seconds) after each of which the learner is required to perform a single task.

Among the test conditions it will also have to be specified whether the learner will *or* will not be allowed to make notes while listening. If only short passages are presented note-taking would seem to serve no useful purpose.

So far I have described the nature of the language samples which the learner will be expected to understand and the conditions under which he will have to give evidence of his ability. The way in which he will have to give this evidence is the following point to be specified.

Oral comprehension can be evaluated in many different ways. For our purposes, dictation or translation are to be ruled out because they demand word-by-word identification of the text and not "the ability to grasp the essence of an utterance or of a series of utterances". Summarising the text, either in the foreign language or in the native language, either in writing or orally, would be a more valid way of evaluating oral comprehension as defined. There are at least three drawbacks, however, which make this activity less suitable for testing purposes.

In the first place summarising makes a demand on more skills than just oral comprehension. Secondly, summaries are notoriously hard to evaluate with any degree of objectivity. Thirdly, the evaluation of summaries is a particularly time-consuming activity. It should be emphasised that none of the above activities necessarily have to be shunned during training; it is only maintained that the ability to perform these activities is not necessarily the same thing as the ability we have called oral comprehension and that therefore our operational definition should be based on other forms of behaviour. Such forms are, e.g.:

(*a*) following instructions given in the utterance(s), such as tracing a way on a map, drawing hands on a clock-face, marking parts of a drawing with a cross, a dot, a line etc., marking one in a series of pictures that represents a certain object, an event etc.;

(*b*) identifying a sentence that correctly represents the essence of the utterance(s) in a

series of three or four potential representations (multiple choice), *either* in the foreign language *or* in the candidate's native language, either presented orally *or* in written form.

The above forms of behaviour have the additional advantage that they can be evaluated by means of objective tests of high validity.

Finally it will have to be specified what proportion of the acts to be performed by the listener must be "correct" for his behaviour to be considered adequate (Analysis, 5.25.). As was pointed out above, such a specification will have to wait until sample tests have become available. If the usual but unsatisfactory procedure of basing the decision on internal statistical evidence of the test scores is to be avoided, further research will have to be carried out into the relation between the scores on sample tests and linguistic behaviour in other conditions. Such research may produce external evidence which will make it possible to somewhat reduce the arbitrary element in pass/fail decisions.

3.2.2. *Reading*

Our discussion of the further specification of the threshold level for *reading ability* can be comparatively brief because several elements of the specification are similar to those discussed in connection wiith listening.

The utterances presented at threshold level must be clearly printed. The ability to read handwriting with greatly reduced redundancy requires a higher degree of skill.

Since at threshold level the *speed* of reading may generally speaking be considered unimportant, the learner will be given plenty of time for the reading tasks he will be required to perform. In this respect there may be a great difference between an oral comprehension test and a reading test, a difference which corresponds to natural situations in which a written utterance can usually be read and re-read at leisure whereas an orally produced utterance is only heard once or, occasionally, twice. The size of the passages presented in tests is less important, too, because memorisation plays only a minor part. It may be recommended to present utterances of at least two clearly distinct types : very short ones, such as are to be found in simple instructions and directions ("mind your head", "turn left", "piétons attendez", "virage à droite", "rauchen einstellen", "Achtung !") and longer pasages. Only for the very short utterances a speed element may be built into the test, if so desired.

It is suggested that at threshold level the use of dictionaries should not be allowed. Since the reading texts are to be restricted to a very limited vocabulary the candidates may be expected to be able to interpret the texts without any aids.

The forms of behaviour by which a learner may give evidence of his ability are basically the same as those recommended for oral comprehension tests. Again there is the possibility of having the candidate follow certain (written) instructions and that of using the multiple-choice technique (cf. 3.2.1.).

As regards the criterion for acceptable performance I may refer to what was said about this with reference to oral comprehension (3.2.1.).

3.2.3. *Overall skills and sub-skills*

The operational definitions proposed for the receptive skills are entirely based on the concept of communicative ability. The acts the learner is required to perform are invariably acts that demand him to demonstrate the overall ability to extract information from a message that is presented to him. It is no simple task to construct tests of high validity and reliability that measure this ability ; on the other hand the construction of such tests is within our means. It would have been much simpler, in fact, to require the learner to give evidence of his ability by asking him to perform a series of acts each demanding command of a certain sub-skill, e.g. word recognition, structure interpretation etc. The construction of tests, and objective ones at that, for these sub-skills is a comparatively easy matter. However, there are various objections to this alternative :

(*a*) If good overall tests are available, i.e. tests which adequately measure the ability as defined, additional tests of sub-skills can give no further relevant information and are therefore inefficient.

(*b*) If overall tests are completely replaced by (a battery of) tests of sub-skills, the validity of the resulting measurements is open to doubt since neither the nature of the various components of an overall language skill nor their relative importance (weighting) is sufficently well known to us.

(*c*) If tests of sub-skills entirely or largely constitute a language examination there will inevitably be an undesirable backwash effect on language teaching.

3.3. *Productive skills, further specifications*

3.3.1. *Measuring productive ability*

On the same grounds described in 3.2.3. it must be concluded that for productive skills, too, only such operations should be included in our definition as enable the learner to demonstrate an overall command of the skills. In fact, this means that purely objective tests are ruled out, since no such tests are available for the evaluation of spoken and written utterances. If, then, the ability to speak and to write the foreign language is to be evaluated subjectively, i.e. in such a way that the results are not achieved independently of the examiner, care should be taken to reduce the possible hazards of this procedure as much as possible. This means that examiners should be given detailed instructions about the way in which the examinations are to be conducted and especially about the criteria which are to be used in the evaluation of the results. Experiments have shown that a fairly high inter-judge correlation can be attained if examiners after having been given sufficiently explicit instructions are brought together in groups and given opportunities to practise the application of these instructions.

Because the threshold level is set up as a level of communicative ability, this should be the main criterion in the evaluation. If a candidate suceeds in "getting his message across" verbally in such a way that a native speaker of the foreign language may be supposed to have no difficulty in understanding the message, his achievement is to be considered satisfactory. Formal correctness is only secondary to this criterion. As long as mistakes do not interfere with intelligibility little weight should be attached to them. At higher levels, especially those where the candidates themselves aim at formal correctness, a different attitude may have to be adopted.

3.3.2. *Operational specifications*

At threshold level the situations in which candidates will be expected to demonstrate their linguistic ability are as strictly limited as their powers of expression or understanding. This means that a fair test of their ability at this level should be based on strictly controlled situations in which no other demands should be made than those which can be met with the linguistic means provided by the vocabulary and syntax lists. Consequently, a "free conversation" or "free composition" is unsuitable.

Operations which allow the candidates to demonstrate an overall command of productive skills within strictly controlled situations are, for instance :

(*a*) describing objects presented visually (pictures) ;

(*b*) describing events presented visually (single pictures, or series of pictures) ;

(*c*) telling a story on the basis of key-words or clues presented either in the foreign language or in the native language ;

(*d*) reacting verbally to written, spoken or pictoral stimuli ;

(*e*) playing a role in a simulated situation, e.g. being questioned by an immigration officer, being interviewed by a personnel manager, describing to a stranger the way from A to B with reference to a map etc. ;

(*f*) playing a role in micro-situations, e.g. ordering a glass of wine in a restaurant, asking for the bill, asking for a light, telling the dentist you have a toothache etc. ;

(g) filling in forms.

Of the above operations (*a*), (*b*), (*c*) and (*d*) will serve for demonstrating ability in both of the productive skills, speaking and writing, (*e*) and (*f*) are particularly suitable for speaking, and (g), of course, can only be used for writing.

4. *Threshold level units*

A division of the threshold level into units may be based on the distinction of four skills :

Unit 1 : listening comprehension.

Unit 2 : speaking.

Unit 3 : reading comprehension.

Unit 4 : writing.

This division will allow those learners who desire only receptive skill to start on their way through the unit/credit system via unit 1 or unit 3 or both, whereas those whose interest is chiefly in written language can start via unit 3, or 3 and 4. By offering a choice of alternatives right from the start this division would seem to ensure maximum flexibility.

5. *Implementation*

On the basis of the proposal laid down in the present paper the threshold level itself can be established for individual languages in four stages :

Stage 1 : agreement on the main features of the present proposal.

Stage 2 : agreement on the details of a non-language-specific definition of the threshold level, which may involve modification or amplification of various parts of the present proposal and which will involve decisions in some cases where the present proposal offers a choice of alternatives.

Stage 3 : definition of the threshold level for a few European languages in language-specific terms.

Stage 4 : construction of model tests for the languages selected in stage 3.

The first stage can be completed by the committee of experts responsible for the development of the unit/credit scheme.

For stages 2, 3 and 4 a special committee (*threshold level committee*) will have to be set up which will itself undertake to complete stage 2 and subsequently delegate the completion of stages 3 and 4 to sub-committees (one for each language) whose work it will supervise and co-ordinate. The relation between the committee of experts and the threshold level committee will have to be defined in such a way that integration of the work of the latter committee in the overall planning of the unit/credit system is ensured.

The members of the threshold level committee should be experts in the field of adult language learning-teaching with experience in curriculum planning and test administration, especially in large-scale educational schemes. Besides representatives of the committee of experts they should include language specialists from some prominent European and national organisations for adult education, such as Eurocentres, *Deutscher Volkshochschulverband*, London Chamber of Commerce etc.

After completion of stages 2-4 the threshold level committee may be charged with the supervision of threshold level examinations and authorised to issue Eurropean certificates for this level or to grant a European label to certificates issued by others. The committee will also have to be responsible for such revisions of the definition of the threshold level as may be needed from time to time.

PART FOUR

THE LINGUISTIC AND SITUATIONAL CONTENT OF THE COMMON CORE IN A UNIT/CREDIT SYSTEM

by

D.A. Wilkins

1. *Aims of the investigation*

This study is one of a number of investigations undertaken to prepare the ground for the introduction of a language learning system for adults. The language material to be learned will be organised into units and a learner will be awarded a specified number of credits on completion of each unit. The contents of the system are to be defined with reference to the nature of the learners and their linguistic needs. Each learner will be free to follow units which are relevant to the particular purposes to which he intends to put the language. The general aim, therefore, is to identify the units in behavioural terms. In this way the learner can be strongly motivated by the knowledge that what he is learning is relevant to his needs and that his learning will be made the more efficient by the exclusion of all that is irrelevant.

In order to achieve this it is necessary to abandon the conventional grammatical syllabus which attempts to teach the entire grammatical system without regard to its application to specific language needs and to the fact that not all parts of the system are equally important to all learners. This syllabus is to be replaced by one in which the content of a learning unit is determined by the type of learner who will take it and the language situations in which he can be expected to engage. Such a syllabus has been called a *situational syllabus*. In it, the analysis of the learner's behaviour has been the first step and the linguistic definition has followed from this.

For reasons which were discussed and agreed at the Rüschlikon Symposium (Document CCC/EES (71) 135, conclusion, p. 38), it is not feasible to ignore general grammatical considerations in planning such a system. It was generally agreed that situation-based units can be more practicably based on an initial general linguistic competence, albeit of a somewhat elementary type, that there is a common core of language which most situational varieties draw upon and that there are uses of language, particularly by more advanced learners, which are not restricted to particular situations and which would not be predicted from a situational analysis. The conclusion was reached that the first stage of the unit/credit system would have to provide a grammatical minimum for the situational units. This minimum has come to be called the *threshold level* (T-level). It was also concluded that the succeeding situational units would be related to the core.

The aim of this study is to attempt to define the nature of the common grammatical core and to illustrate it with special reference to English. Special attention is to be paid to the linguistic realisations of non-situational communication functions. It is not intended that the different levels of the common core should be clearly defined, although indications are given of possible linguistic prerequisites for the lowest level. Consideration is to be given to the feasibility of presenting the linguistic core through situations in the learning units.

2. *The approach adopted*

There are a number of ways in which one might wish or attempt to determine the content of the common core. A statistical study of a wide range of language uses would reveal what is common to most of them. However, such statistics are not available, and neither are the descriptions of language varieties on which they could be based. Such an approach, therefore, holds no hope of concrete results. As an alternative, one might look at courses designed to teach the target language and see what, by common consent, was taken to be the content of any long-term language course. The product would be the familiar grammatical syllabus according to which language is normally taught. However we would not be breaking any new ground if we were merely to synthesise the content of existing language courses. It should also be borne in mind that the original motivation for this study was the desire to replace the traditional structural organisation of language teaching by something more meaningful to the learner. The same objections could be made to a study based on a personal view of the priorities in the learning of grammatical structure.

In this paper an alternative to situational and grammatical approaches to the definition of content is proposed and outlined. It involves asking the question : "What are the notions that the European learner will expect to be able to express through the target language ?" It therefore represents a *notional* or *semantic* approach to the construction of syllabuses. It should be possible to establish what kind of thing a speaker needs to say, what situational constraints will be operating and, from these, what linguistic forms are suitable for the encoding of his message. Since the threshold level is, by definition, a limited competence, its content will be determined by the minimal set of notions that will permit communication with native speakers in a typically European environment. The advanced learner, on the other hand, will expect to be able to

express altogether more complex ideas and to make finer differentiations of meaning. The notional framework proposed will allow for definition of the needs of both the elementary and the advanced learner. One advantage of this approach is that it will facilitate comparability of syllabuses for different languages. The proposed categories (after refinement in the light of criticism and advances in linguistic research) should be applicable to most European languages. There remains room for discussion of what notions the elementary learner will find it most useful to express.

3. *The notional categories*

Some major notional categories are outlined below. These categories cannot, of course, handle all the content of utterances, since this would require a system capable of representing all the semantic information to be found in a grammar, a dictionary and a thesaurus of the language. The categories are those supposed to be of general importance, or potentially so, to the learner. They are categories which are appropriate to the means of and need for communication in a European context. Although some of the relations and functions are presumably universally features of human interaction, no such claim is made for the set of categories as a whole. It is assumed, however, that a wider interpretation can be given to the labels used than their value in English. In this section the categories are listed on the left-hand side with discussion and exemplification where these seem necessary. On the right-hand side suggestion is made of the linguistic forms relating to the category which seem desirable at the threshold level. This part is only indicative of what the T-level syllabus might contain and needs to be much more detailed before it can be made into a syllabus proper. If certain notions are unimportant at the T-level, there will be no entry on the right-hand side.

(*a*) *Semantico-grammatical categories*

These are notional categories which, in European languages at least, interact significantly with grammatical categories. This is why they contribute to the definition of the grammatical content of learning. It is evident that most of them are also realised lexically. However, this paper is not concerned with the lexical content of learning, and, in any case, the approach adopted does not seem particularly suitable for the definition of the lexical content of learning.

I. *Time*

1. Point of time

The expression of points of time is clearly important in European cultures and mastery of some of the means of expressing them is needed even at the most elementary level. At the lowest level it seems possible to exclude the embedding of sentences in time expressions. What will remain to be taught are the more conventional expressions.

e.g. ... on Monday ...
but not ... on the day before he leaves ...

1. it's / at { one o'clock / a quarter to three / twenty-five past eight etc.

2. Days, months, dates

3. Yesterday, today, tomorrow

4. last / etc. { week / month etc.
this / yesterday { morning / evening etc.

2. Duration

Specific periods of time may be referred to by use of various prepositions followed by noun phrases and by conjunctions preceding clauses. It is not easy to judge just what kinds of expressions are likely to be most useful to the learner at an elementary level. The notion of duration as such may be expressed by the verbal category of aspect (as in English - see F.R. Palmer) where it stands in contrast to non-durative. The English verbal system is such that the choice between the two terms in the opposition cannot be avoided. The inclusion of only one term at the T-level can be made only if one is prepared to accept grammatically incorrect utterances from the learner.

1. for + NP (durational nouns)
since + NP (point of time)

2. Expressions as in 1.4 above which may refer to periods as well as points of time

3. Durative aspect applied only to present time

i.e. is taking
not was taking
has been taking
may have been taking etc.

3. Time relations

(*a*) It is common for events to be related to the moment of speech and to one another by use of the verbal system. Although the most obvious logical division of time might be into past, present and future, these concepts are scarcely ever realised uniquely by verb forms (tenses). In addition, far more subtle time distinctions are common.

1. Present tense
Past tense
going to + V
(Present perfect)

(NB Note that if the present perfect

e.g. Before past, after past ... etc.

In deciding what is most urgently required by the T-level learner, we have to ask what is the minimal system that a speaker can meaningfully operate. It seems that he needs to be able to differentiate at least past, present and future time. In the case of English this leaves further problems since no verbal form is the only or the simple realisation of these notions. Past events may be encoded in the past tense or in the present perfect and the choice is made according to the speaker's emphasis and view of events. If the T-level is to be quite advanced, there is a case for arguing that both should be learned. If it is to be restricted to the most elementary, the choice should go to the past tense since its meaning is the more easily acquired and in some dialects (e.g. American) the distinction between it and the present perfect is becoming neutralised.

With regard to future time, there is no future tense in English. The choice therefore lies between various forms the use of each of which is stylistically or grammatically restricted. Given the probably colloquial nature of much anticipated language use at this level, the "going to + V" form seems the most appropriate.

(*b*) Time relations are not uniquely expressed through verbs. Notions such as "anterior to", "posterior to" and "simultaneous with" may be conveyed adverbially or by various combinations of grammatical forms. The use of expressions from I.1 (above) together with a past, present or future verb form indicates simultaneity. Use of "before" or "after", as prepositions, conjunctions or adverbs, will express the other notions.

The perfect forms in English are perhaps best considered as expressions of "anteriority + relevance", the past perfect indicating "anterior and relevant to a past moment", the present perfect "anterior and relevant to the present (or a future) moment".

4. Frequency

Expressions of frequency or repetition vary from the most general to the most particular. In English one of the meanings of the present tense is to indicate the repetitious or habitual nature of the event. All shades of distinction may be conveyed by the "frequency adverbs" (never ... sometimes ... often ... always) and more precision is obtained when specific time expressions are incorporated into frequency phrases.

e.g. ... on Mondays ... on some Mondays ... etc.

All verb forms will accept a frequentative interpretation. Frequency clauses may be introduced by "when(ever) ..." and catenative verb constructions may be continuative,

e.g. ... he kept asking ...

At the T-level the ability to make broad distinctions of frequency when supplemented by certain more specific expressions would seem to be adequate.

5. Sequence

Sequence is a notion which relates closely to the notion of posteriority. Sequence markers will by definition be characteristic of types of continuous writing or speech. As such they are relatively unimportant at the T-level.

6. Age

Although conventionally part of the content of early stages of language learning, expressions of age, old age, newness, youth etc. hardly seem of vital necessity to most learners.

is not learned, the form "since + NP" (I.2.1) becomes superfluous)

2. before / after + NP (I.1.1)

present / past / future V + NP (I.1.1)

1. Adverbs
never, sometimes, often, always

2. Verbs
Present tense (habitual meaning)

3. Adverbials
on + NP (e.g. Mondays)
every + day / week / Monday etc.
daily, weekly, monthly etc.

1. First, then, next, finally

II. *Quantity*

1. Grammatical number

In most languages grammatical number is a category which is obligatory and is closely associated with notional number.

1. singular/plural
(concord)

2. Numerals

Cardinals and ordinal numbers. The T-level does not require skilled command of the entire numeral system. It would seem best to familiarise the learner with the elements of the whole system while concentrating on those aspects which will serve him best in meeting communication needs

e.g. money, time, dimensions etc.

1. cardinal numbers
1-100
+ indications about remainder of system

3. Quantifiers

(*a*) Most languages have the capacity to express generalised and indefinite quantification. In English a formal account of quantifiers must take into account the distinction between "divided" and "undivided" reference (countability and uncountability). These notions are usually realised by a class of pre-determiners - all, some, a few, a little ... etc. Universal quantification can also be realised by whoever, wherever, whenever etc. The full system in English is very complex and again it would seem that a reduced system would suffice at the T-level.

1. all
a lot of
some
no
} + N count. or uncount.

(or not any)
not a)
}

(*b*) The essential distinction between perfective and imperfective aspect in Slavonic languages might be thought of as one of quantification, i.e. divided v. undivided reference. The usual analysis of aspect in English is not done in these terms, however, and the distinction is therefore not relevant to English.

4. Operations

Arithmetical operations seem quite irrelevant to the T-level. However at more advanced stages and in specialised parts of the unit/credit system this may prove to be a very important category.

III. *Space*

1. Dimensions

The expression of dimensions can be an extremely important aspect of some specialised uses of language. The notion goes well beyond such things as linear dimensions and weight to include, for example, volume, gravity, elasticity, moisture, temperature etc.: at the T-level scarcely any of these are essential. Only distance seems likely to be a valuable dimension.

1. Distance

2. Location

Location is most characteristically expressed through the use of prepositions, often associated with case inflection of nouns. Distribution of prepositions varies a good deal from language to language and the prevalence of polysemy makes a notional approach difficult. Locational notions are often found in other word classes.

e.g. verbs — inhabit

1. in, at, on
(in front of, behind, near, opposite, under)

3. Motion

Languages often have different realisations for concepts involving location in space and those involving movement

1. to, from, in(to), on
(out of, across, past, down, up)

in space. At the same time there is often overlap between the two. Expressions of movement (as in directions) are at least as valuable at the T-level as expressions of location. Again prepositions are not the only significant word-class.

e.g. verbs — approach

IV. *Matter*

The question of how the learner wants to refer to the "physical" world is principally a matter of determining the semantic fields within which he will operate. At this point analysis in terms of situation and/or subject-matter will be more fruitful than a notional approach. No attempt is made, therefore, to define a referential vocabulary at either the threshold or the more advanced level.

The lexical content at the T-level will be specified in terms of nouns, verbs and adjectives. Relations between nouns and verbs will be handled largely through the category of case (see below). Relations between adjectives and nouns are dealt with here.

1. Adjective + noun
2. Noun + copula + adjective

V. *Case*

"Case notions comprise a set of universal, presumably innate, concepts which identify certain types of judgment human beings are capable of making about the events that are going on around them, judgments about such matters as who did it, who it happened to, and what got changed." (Fillmore)

1. Agentive
   i.e. the animate instigator of an action
   e.g. *John* drank the wine
   The wine was drunk by *John*
   It was *John* who drank the wine

1. Agent as subject
   John arrived at nine o'clock
   John met me at the station
   John swims well etc.

2. Objective
   i.e. the entity acted upon by the verb
   e.g. John opened the *door*
   The *door* was opened by John
   It was the *door* that John opened

1. Objective as object
   John opened the door
2. Objective as subject
   The door is open

3. Dative
   i.e. the animate being affected by the verb
   e.g. *John* believed that he would win
   We persuaded *John* that he would win
   It was apparent to *John* that he would win
   John is sad
   John was given a pay-rise

1. Dative as indirect object or prepositional phrase
   Give John the ticket
   or
   Give the ticket to John
2. Dative as subject
   John is unwell

4. Instrumental
   i.e. the inanimate means by which an action is carried out
   e.g. The *key* opened the door
   John used the *key* to open the door
   John opened the door with the *key*

1. Instrumental as prepositional phrase
   John ate the rice with a spoon

5. Locative
   i.e. the location or spatial orientation of the event
   e.g. *Chicago* is windy
   It is windy in *Chicago*

1. Locative as subject
   Oxford is beautiful
2. Locative as a prepositional phrase
   You'll find one in Oxford
   Pay a visit to Oxford
   (see also III.2 and 3 above)

6. Factitive
   i.e. the object or being resulting from the action of the verb

e.g. Mary is knitting a *sweater*
The *dinner* is cooking

7. Benefactive

i.e. the animate entity benefiting from the action

e.g. *She* received a present
He changed a pound for his *wife*

VI. *Deixis*

Categories of reference to the act of speech in which they occur.

1. Person

Pronoun systems are widely divergent. They are essential for even the most rudimentary communication.

The T-level will certainly require subject and object pronouns and possessive adjectives. Other categories of person deixis are possessive pronouns, emphatic pronouns, reflexives and some aspects of verb inflection.

1. Subject pronouns
2. Object pronouns
3. Possessives

2. Time (see I above)

3. Place

Demonstrative adjectives and pronouns indicate the relation in space of events etc. to the place of speech. Again distinctions vary from language to language. They will be useful at the T-level, although not when presented as conventionally in teaching materials,. "Here" and "there" are adverbial expressions of place deixis.

1. Demonstrative pronouns
2. Demonstrative adjectives
3. Here/there

4. Anaphora

Virtually all deictic categories can be used for reference within the act of speech as well as reference outside it. For example, personal pronouns, demonstratives, time adverbials.

(e.g. "then") can all be used to avoid repetition of something specified earlier in the discourse. The English article system is probably to be considered as principally an anaphoric device. Articles and personal pronouns seem the most useful at the T-level.

1. Personal pronouns
2. Articles

(*b*) *Categories of communicative function*

There is a fundamental distinction, very important for language teaching, between what we *do* through language and what we report by means of language. For example, the person who says : "The manager ordered the drunk out of the restaurant" is *reporting* what took place (a command). The person who says : "Get out of here" or "Time you left" is *issuing* a command. The fact that we may know (in the case of a foreign language) how to report does not mean that we know how to do. In this case, "I order you out of this restaurant" is a possible but very unlikely way of issuing a command. Where a report might be expressed as "The manager threatened to call the police", the act of threatening itself could be "If you don't get out, I'll call the police" and *not* "I am threatening to call the police".

Language learning has concentrated much more on the use of language to report and describe than on doing things through language. This is because the learning of lexical labels (command, threat, warning, surprise...) has been substituted for the learning of how the acts themselves are performed and because grammatical categories have too often been taken as categories of communication too (imperative = command, interrogative = question, comparative = comparison...).

The thesis of this paper, and indeed of the research of which it is a small part, is that what people want to do through language is more important than mastery of language as an

unapplied system. While reporting and describing are acts that we would like to carry out through language, they are by no means the only ones that are important for the learner of a foreign language. In this section a categorisation is proposed for assigning utterances to particular functions. The categories are not restricted to acts of the kind that have been mentioned so far, nor do they limit themselves to what have come to be called "speech acts". They include some categories needed to handle cases where there is no one-to-one relation between grammatical category and communicative function and others involving expression of the speaker's intention and views.

The framework adopted is largely ad hoc. To be entirely satisfying a multi-dimensional approach would have been necessary, since there are many components to the distinctions between the different functions. To have developed a theory to handle these distinctions would have been immensely time consuming and would have distracted me completely from the practical task in hand. I have only rarely therefore made explicit the extent to which the categories overlap one another or the fact that one set of functions might be placed equally well in more than one place in the system.

In the places where I have attempted to suggest some possible linguistic realisations of the communicative functions, the suggestions are made on the basis of introspection and not as the result of objective, observational research. In fact, research into the realisation of different communicative functions is a task that would occupy many linguists for many years. Rather than insist that practical applications of these ideas should await the results of long-term research, I have preferred a more speculative, subjective approach which can be of some immediate practical value.

There are some general linguistic points to be made before we look at the categories in detail.

(*a*) From what has already been said, it will be clear that it is not a matter simply of adding thousands of lexical items to the learner's store. A thesaurus shows thousands of words which relate to and label these functions. By no means all and perhaps not even most of them are used in performing the functions. In the same way, there will be no single, unambiguous, grammatical structure by which a function is realised.

(*b*) Broadly, we are more concerned with what the speaker intends to achieve than with the effect he may inadvertently have. The effect of one speaker's utterances may be to *bore* his hearers, but it would be foolish and irrelevant to look for the linguistic means by which one succeeds in boring one's hearers.

(*c*) There is a class of verbs, the utterance of which seems to constitute the act itself :

I pronounce you man and wife
I promise to be here by twelve.

By no means all acts involve "performatives" of this sort and even where they are available, they are rarely the sole means of expression. Use of the relevant noun or a performative verb is often limited to more formal occasions.

(*d*) It must not assumed that where the relevant noun or verb is used, the function of the utterance is automatically to be identified with it :

I *question* your motives (not "a question")
I *state* that I was not responsible for the accident (emphatic assertion).

(*e*) The same word may be used in both reporting and performing a linguistic act :

He promised to come
I promise to come.

We are here concerned with the latter, but since the syntactic features are the same in each case, it is clear that in these instances learning to *make* a promise is also learning to *report* a promise, and vice versa. In cases like this we might allow this pedagogic advantage to influence us in deciding which realisation of "promising" we would wish to teach.

(*f*) If a single grammatical category is used to express a variety of notions, we are likely to feel that those notions are closely associated with one another. For example, the *subjunctive* (or, in English, the *modal* system) is commonly used to express notions whose truth value is modified in some way.

(*g*) Few of the acts with which we are concerned have a unique means of linguistic expression. Some may contain a performative element. There will be some almost formulaic

expressions in which simple substitution of lexical items is possible. In some cases particular grammatical categories will be closely associated with the communicative function. However, often, exact interpretation of an utterance will be impossible without knowledge of the situational and broader linguistic context. Intonation, too, plays a very important role in indicating the function of an utterance. Finally, there are occasions when no linguistic means at all are used to indicate what is being communicated (as when we shake our heads to express "disagreement").

(*h*) It is possible that a learner who already has an advanced knowledge of the lexical and grammatical systems of a language can himself go a long way towards inferring the communicative functions of utterances to which the systems are applied. He may not need to be "taught" how to interpret utterances. This could only be the case where his knowledge was really very advanced and even so there would be many cases where grammatical and lexical knowledge was not enough.

In the remaining part of this section the categories of communicative function are set out. In general each category or sub-category is glossed in broad terms. There then follows a list of vocabulary items falling within or closely related to the semantic field of the communicative function, some possibly themselves constituting functions, others used only in reporting. Where realisation of a function is needed at the T-level, an appropriate form is suggested on the right-hand side of the page. By way of exemplification, more detailed linguistic information on a number of categories is given below (p. 144).

VII. *Modality*

1. Certainty

i.e. degrees of objective certainty

1.1 Total certainty — certain, infallible, reliable
1.2 Probability — probable, plausible, likely, practicable
1.3 Possibility — possible, feasible, potential
1.4 Nil certainty — negation, impossible, impracticable

= absence of certainty
= certainty + negative

1. Positive and negative certainty are expressed through positive and negative declarative sentences which do not contain any modal modification

2. Possibility and probability are probably not essential notions at the T-level

2. Necessity

i.e. social necessity (closely related to *certainty*)
— inevitability, necessity

3. Conviction

i.e. personal conviction regarding the truth of a proposition, less than objective certainty or necessity

3.1. Strong positive — believe, be + convinced, be + positive, be + confident

3.2 Intermediate — think, presume, suppose, infer, daresay, expect, judge, conclude, trust, be of the opinion, assume, hold, suspect, subscribe (to the view that), anticipate, foresee, predict, prophesy, consider, reckon, hope, surmise, guess, imagine, conjecture

3.3 Weak — doubt, be + sceptical

3.4 Negative — disbelieve, deny, (also 3.1 and 3.2 above + negative)

4. Volition

i.e. the speaker's intent with regard to a proposition
— will, volition, choice, inclination, intention, purpose, wish, desire, unwilling, design, mean, propose, contemplate, plan, project, want, prefer

1. Intention
I'm going to get a taxi
(I'll get a taxi)

2. Want
I'd like to see the museum
I want to see the museum
(Choice according to addressee and scale of politeness)

5. Obligation incurred

i.e. speaker's admission of an obligation in force as a result of either a present or a past event

— duty, liability, responsibility, allegiance, conscientiousness, obligation, onus, promise, undertake, assure, guarantee, contract

6. Obligation imposed

i.e. utterances intended to impose an obligation on someone else

— command, order, dictate, direct, compel, force, oblige, prohibit, forbid, disallow

7. Tolerance

i.e. no hindrance offered to a proposal

— allow, tolerate, grant, consent, agree to, permit, authorise

1. Permission

Can I look at your paper ?
(may)

Yes
Of course } (you can)

VIII. *Moral discipline and evaluation*

1. Judgment

1.1 Accepted — renounce, yield, resign, defer, confess

1.2 Favourable — vindicate, justify, advocate, defend

1.3 Valuation — estimate, value, assess, appreciate, judge, rank, place, grade (cf. VII 3)
— overestimate, prejudge, misjudge

1.4 Delivered — condemn, convict, proscribe
— pronounce, rule, sentence, find, award

2. Release

i.e. release from blame or accusation

— exemption, release, acquit, discharge, let off, excuse, pardon, conciliation, reconciliation, forgive, exculpate, exonerate, absolve, reprieve, extenuate

1. Forgiveness

(*a*) Excuse me
Pardon me } (for ...)

(*b*) That's all right
It doesn't matter

3. Approval

i.e. expression of approval of another's behaviour, performance etc.

— approbation, approve, think well, appreciate, commend, praise, applaud, value, deserve, merit, entitle, give credit

1. Praise

Good
Excellent
That's fine etc.

2. Appreciation

Thank you for...
I thoroughly enjoyed ...

4. Disapproval

i.e. expression of disapproval of another's behaviour, performance etc.

— disapprobation, deprecate, blame, remonstrate, reprimand, accuse, denounce, condemn, frown upon, disparage, charge, impute, reproach, deplore, allege

IX. Suasion

i.e. utterances designed to influence the behaviour of others

1. Suasion

— persuade, suggest, advise, recommend, advocate, exhort, beg, urge, propose

1. Suggestion

Let's go to the zoo
We could go to the zoo
Shall we go to the zoo ?
(I suggest { a visit to the zoo) / { that we go to the zoo)

2. Prediction

— warning, caution, menace, threat, (prediction), instruction, direction, invitation

1. Waning (comprehension only ?)

Be careful !
Look out !

Mind { the puddle!
{ ...

(If you don't go, you may miss the last bus)

2. Direction (comprehension only ?)

Take a 73 bus to Oxford Street and get off at Oxford Circus. Or take a taxi.
You'll have to ...
Telephone instructions etc.

3. Invitation (comprehension only ?)

Would you like to have a drink ?
How about a drink ?
Have a drink, won't you ?
Won't you have a drink ?
(Can I persuade you to have a drink ?)

X. *Argument*

i.e. categories relating to the exchange of information and views

1. Information

1.1 Asserted (cf. modality, suasion, exposition)
tell, inform, report, proclaim, publish, assert, declare, state, emphasise, argue, know, affirm, maintain, advocate, claim, contend, protest

1.2 Sought
— request, question, ask

1. Stating (informing)

At this level information is transmitted to and from the learner by means of declarative sentences. The forms of these sentences at the T-level will be those that are required for the expression of the notions outlined above and below

2. Question

Information seeking is likely to be an important aspect of a learner's language use

(*a*) Interrogatives

(*b*) Declaratives + question intonation

(*c*) Question-word questions

When
Where
What
Who
What (time)

How + { far / much / ?

3. Request

Would you shut the window, please
(Would you mind shutting...)

2. Agreement

i.e. agreeing with a statement or proposal made
(cf. agree *to*)
— confirm, corroborate, endorse, support, assent, acquiesce, agree, concur, consent, ratify, approve

1. Agreement

I agree (with you)
That's right.
Of course etc.

3. Disagreement

— dissent, demur, disagree, repudiate, contradict, dispute

1. Disagreement

I disagree (with { you) / that)

(If you don't mind me saying so ...)

4. Denial

— disproof, refutation, negation, confute, deny, disclaim, refuse, oppose, decline, reject, protest

1. Negation

Grammatical negation

2. Declining (an invitation)

I'm afraid I can't come
accept
etc.

Unfortunately I can't ...
No, thank you.

5. Concession

i.e. argument ceded or case withdrawn

— concede, grant, admit (yield, defer, renounce), withdraw, abjure, abandon, retract, allow, confess, submit

1. Submission

(All right, we'll follow your suggestion)

XI. *Rational enquiry and exposition*

i.e. categories relating to the rational organisation of thought and speech. Clearly much of the content of argument and suasion will be taken up with utterances from these categories.

These categories are clearly of particular importance in certain highly specialised uses of language. However in varying degrees we also call upon most of them in our everyday use of language. There may be a place for some of them at least even at the T-level

1. No attempt has been made to sub-categorise. It is possible that each of the following represents a distinct sub-category

— implication, deduction, supposition, conjecture, assumption, proposition, hypothesis, substantiation, verification, proof, conclusion, demonstration, condition, consequence, result, inference, illation, corollary, presupposition, interpretation, explanation, definition, illustration, exemplification, concession, purpose, cause, classification, comparison, contrast

1. Cause

We didn't go to the zoo, because it rained

2. Condition (Simple only)

If it rains we are going to visit the National Gallery

3. Concession (or contrast ?)

It's raining, but we are going to the zoo

XII. *Personal emotions*

i.e. expression of personal reaction to events

1. Positive

— pleasure, enjoyment, satisfaction, delight, contentment, peace of mind, wonder, marvel, astonishment, admiration, surprise, amazement, fascination

1. Pleasure

It's a very good play etc.
I like the soup very much etc.

2. Surprise

This is a surprise
Fancy seeing you here

(NB Intonation is important in both the above)

2. Negative

— shock, displeasure, dissatisfaction, annoyance, irritation, care, anxiety, grief, sorrow, discontent, disappointment, bewilderment, anger, indignation, vexation, exasperation, resentment, lamentation, disdain, scorn, spite

1. Disappointment

It was a very disappointing play
It was very disappointing etc.

2. Annoyance

Often expressed through intonation and voice quality. Also by deliberate shifting from familiar and polite forms into formal and more direct language

XIII. *Emotional relations*

i.e. expression of response to events usually involving the interlocutor

1. Greeting

— welcome, greeting, salute, farewell

1. Common greetings and phatic formulae

2. Sympathy

— solicitude, regret, concern, condolence, sympathy, tolerance, consideration, compassion, commiseration, consolation

3. Gratitude

— thankfulness, gratefulness, acknowlegment, thanks

1. Thank you

(I wish to express my thanks etc. to ...) - needed in a more formal situation, e.g. in writing

4. Flattery

— compliment, flattery, obeisance

5. Hostility

— curse, execration, abuse, threat, damn, disdain, contempt, scorn, coolness, indifference

XIV. *Interpersonal relations*

A message must be encoded in a form which not only conveys the speaker's intention, but is also appropriate to the relationship which exists between him and his hearers. This relationship can be described as one of status and its most obvious markers indicate differing degrees of formality. The markers may be phonological, syntactic and lexical. Ultimately any learner will need to be able to express a range of relationships, but at the T-level a consistently neutral style, neither too formal, nor too intimate, will suffice.

1. Status

— frozen, formal consultative, casual, intimate (after Joos)

1. Consultative style

2. Politeness

— civility, politeness, coolness, rudeness, impoliteness

1. Polite rather than impolite forms of expression are likely to be needed at the T-level. For example even in situations where the learner has the authority to issue commands he is likely to cloak them as requests. For this reason, there is a T-level entry for *requests* but none for *commands* above.

4. *The grammatical core and situational units*

Although the preceding section is couched in notional terms, notional, situational and grammatical considerations can never be entirely separated from one another. For example, what notions one expects a person to be able to express on completion of the T-level will depend on whether one expects him to use the language in everyday social intercourse at this stage. In suggesting the possible T-level content, I have made the assumption that from the beginning the learner will be in a situation in which he needs to use the language and that the pedagogic presentation will reflect this. If, in fact, the T-level is rather to be a platform from which all practical uses will develop, there is no need to dress the grammatical content in an appearance of situational relevance.

Until now the issue has been prejudged, but given the general behavioural aims of the unit/credit system, we must now decide whether it is possible simultaneously to provide a firm grammatical basis for subsequent learning and to meet predictable situational needs. If we conceive of the most suitable situational needs being, rather conventionally, the kinds of interaction in which a visitor to a country is most likely to engage, we can conclude that, provided three conditions are accepted, it is perfectly feasible to do the two things at once.

The first proviso is that one must not expect the language in the learning units to be identical or even nearly identical with the language that would probably occur in the real situations. There are no simple language situations. The most simple situation may demand complex language. The deliberate limitation on linguistic content at the T-level, therefore, is bound to produce some degree of artificiality and unreality.

The second condition is that forms are presented not solely for their relevance to immediate context of presentation but because they are of general value throughout the language. The occurrence of a new form must therefore be generalised and related to the entire grammatical system of which it is a part. If a form is learned solely for its value in the single situations in which it is presented, the learner will be slow to develop creative use of language however fluent his command in that one situation.

The third point is that although the learner controls the language he *produces* outside the learning situation itself, he cannot control the language he hears. In this case provision may well have to be made for his early exposure to a much wider range of language than he will be required

to produce. This is not an entirely novel proposal and some language courses already provide for this.

The question inevitably arises of how the learning of the common core might be organised at the more advanced as well as at the T-level. A possible solution may lie in the adoption of a cyclic approach. At the lowest (T-) level a situation containing strictly limited language is introduced. This permits rudimentary communication of the essential features of the situation. The novel language is exploited, practised and generalised. The learner has acquired the ability to communicate at least the essential notions in a situation he is likely to meet. At a second level the situation is re-introduced with a wider range of language forms more closely reflecting the essential characteristics of the native speaker's language performance in this situation. The learner will have acquired greater confidence and wider variety in his means of expression. At the third and later levels the situation will recur now perhaps with not only high probability language forms but with forms appropriate to some of the non-situational categories of use. Within the same situational context, the learner might learn to express anger, doubt, emphasis, suggestion, disagreement and so on.

5. *Summary and conclusion*

Not all language needs can be accounted for by a prediction of the possible language situations in which a person will engage. This paper proposes a way of resolving, within a single framework, the problems of determining first what is grammatically necessary as a sound basis of all language use, and secondly what constitutes a speaker's communicative competence. The framework is organised in notional categories. By considering first what the *content* of utterances is likely to be, it is possible to decide which *forms* of language will be most valuable. If it is assumed that most learners will need to express a similar range of content, it becomes possible to set up comparable syllabuses for different languages. The notional information will need to be supplemented by information on grammatical categories in particular languages which are obligatory but possibly not predictable from the notional approach (e.g. gender). Some situational information will be useful too, if, as is argued, the grammatical common core can be adapted to a situational mode of presentation. In this case, it is suggested, a cyclic approach to the teaching of the common core might prove fruitful. Indications are given of notions needed at the threshold level and their formal realisations. A number of detailed examples are given of the varied ways in which some of the functional categories are expressed in English.

APPENDIX

Exemplification of categories of communicative function

In the course of preparing this paper a large number of functional categories have been examined. Lack of space means that it is possible to exemplify only a few of these here. It should perhaps be repeated that the data given below are the product of introspection, not observational research. In each case the exemplification takes the following form:

1. Definition—especially in relation to adjacent functions.
2. Performative expressions (see p. 137).
3. Grammatical expressions—capable of generating many sentences/utterances having the same communication function.
4. Idiomatic and near-idiomatic expressions—susceptible of little or no further generalisation.
5. Implied functions—utterances which do not *express* the given function, but (strongly) imply it.

(a) *Suggestion*

1. Proposes a possible course of action. Differs from *advice* in that it does not carry the speaker's recommendation and has no implication of benefit for the hearer.

2. I suggest { a visit to the zoo / that { we / you } go to the zoo }

3. { Shall we / Let's / Why don't we / You { could / might } } go to the zoo

4. { How about / What about / Have you thought of } { { us / our } going to the zoo

   { Suppose / Supposing } we { { went / go } to the zoo

   { An alternative / Another possibility } would be to go to the zoo

4. —

5. I wonder { if / whether } the zoo is open

   Perhaps the zoo is open
   Would you consider going to the zoo
   (Has anyone got a suggestion?) Well, there's the zoo

(b) *Advice*

1. Proposes a course of action with the speaker's recommendation that it will be in the hearer's interest to follow it.

2. I { advise / recommend } { you to take the job / that you take the job / acceptance of the job }

   I suggest strongly that you take the job

3. { It would be best / It seems advisable / The best course seems to be } (for you) to take the job

   If you take my advice, you'll take the job

   { (If I may given you some advice) / (If I were you) } { I would take the job / I would seriously consider taking the job }

   { I think you should / You'd better } take the job

On no account / Under no circumstances } take that job

Don't take that job { under any circumstances / on any account }

4. —

5. Why don't you take the job

Do you think it is advisable ? (i.e. strong implication that it is not advisable)

(c) *Moral obligation—incurred*

1. The speaker acknowledges that he is under some obligation to another person or to society to act in a certain way.

2. —

3. I { must / have to / am bound to / am obliged to / { ought to / should } } help him

It is my duty / I am in duty bound / The onus is on me } to help him

I owe it to him (to help him)

I { feel / am } under { some / an } obligation to help him

It's obligatory

It's my responsibility to ...

I'm responsible / I'm answerable } for this

I have to answer for this

I am indebted to { you / him }

4. I am saddled with the job of helping him

I can't get out of it

5. I have no choice
I've said I'll do it
I promised to help him
I'm committed
He did it on condition that I bought it (i.e. therefore I must buy it)
It is only right that I should help him
It rests with me to help him

(d) *Disagreement*

1. —

2. I disagree with { your argument / you }

I { tend to / totally / rather / would } disagree ...

3. I can't accept your argument
I can't agree with you

I can't / don't } share your views

I couldn't agree less

4. That's { nonsense / rubbish }

I beg to differ

5. If you don't mind me saying so, you're ignoring certain factors
I see things rather differently

I { remain / am } unconvinced { that what you say is true / of the truth of what you say

That's out of the question
I don't think that's right

(e) *Requests*

1. Making a request means asking for something or for something to be done. It presupposes that the speaker wants the activity carried out, however the speaker has no authority over the addressee and therefore cannot give a command that it should be done. Requests and commands are not always formally distinguished from one another, since what appears to be a request may in fact have all the strength of a command if the speaker has, or believes he has, the necessary authority over the hearer. Intonation has an important role in marking requests.

2. I request you to leave the country (Such an utterance would be restricted to very formal circumstances and is probably not a request at all but a command)

3. { Would you mind / Do you mind } shutting the window

Would you like to shut the window

{ Could / Would / Will / Can } you
{ Would / Will } you be { so good as / so kind as / good enough / kind enough } to
} open the window

Shut the window { will you / would you / please }

4. { May / Can } I trouble you for a light

Have you got a light

5. I wish you'd be quiet
If you shut the window, we'll soon get warm
You might shut the window
Perhaps you'd like to shut the window
I hoped you'd lend me a pound

NB It is interesting to note the occurrence of past tense forms in many of the above utterances, e.g. would, could, might, hoped.

(f) *Authorisation*

1. Authorising is closely related to functions like permitting, consenting, approving, allowing, agreeing to and tolerating. It is a function which is apparently exercised in a more formal and legalistic manner. It also reinforces the support given to the person receiving the authority. Only the performative use of the various verbs is illustrated here, as it brings out a significant syntactic point.

2. I (hereby) authorise { his visit to the prison (i.) / him to visit the prison (ii.) / that he should visit the prison (iii.) / his visiting the prison (iv.) }

Other verbs of similar meaning could be used in place of "authorise" in sentences like these whether as performatives or in reporting such events. They cannot all, however, be followed by the same complement structures :

		i.	ii.	iii.	iv.
allow	+	i.		iii.	
consent to		i.			iv.
agree to		i.			iv.
permit		i.	ii.		iv.
approve		i.		iii.	iv.
tolerate		i.			iv.

This illustrates the problems that face the learner of English in mastering the use of complement structures. The wider study of communicative functions in English has shown how much advanced use of English is dependent on the ability to handle this aspect of English grammar.

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